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ABSTRACT

This workbook contains seven units designed to help secondary-level vocational education students develop the employability skills necessary to find, keep, and advance in a job. Addressed in the individual units of the workbook are the following topics: assessing individual values, abilities, and interests; finding a job; developing basic telephone usage, mathematics, and reading skills; working safely; conserving energy; advancing in a job; and sharing in the American free enterprise system. Each unit includes learning activities in the form of questions, puzzles, and case studies that are designed to help students master the competencies and subcompetencies covered in it. Also provided in the workbook are an answer key to the exercises, a list of selected references, and a list of publishers. (MN)

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Employability

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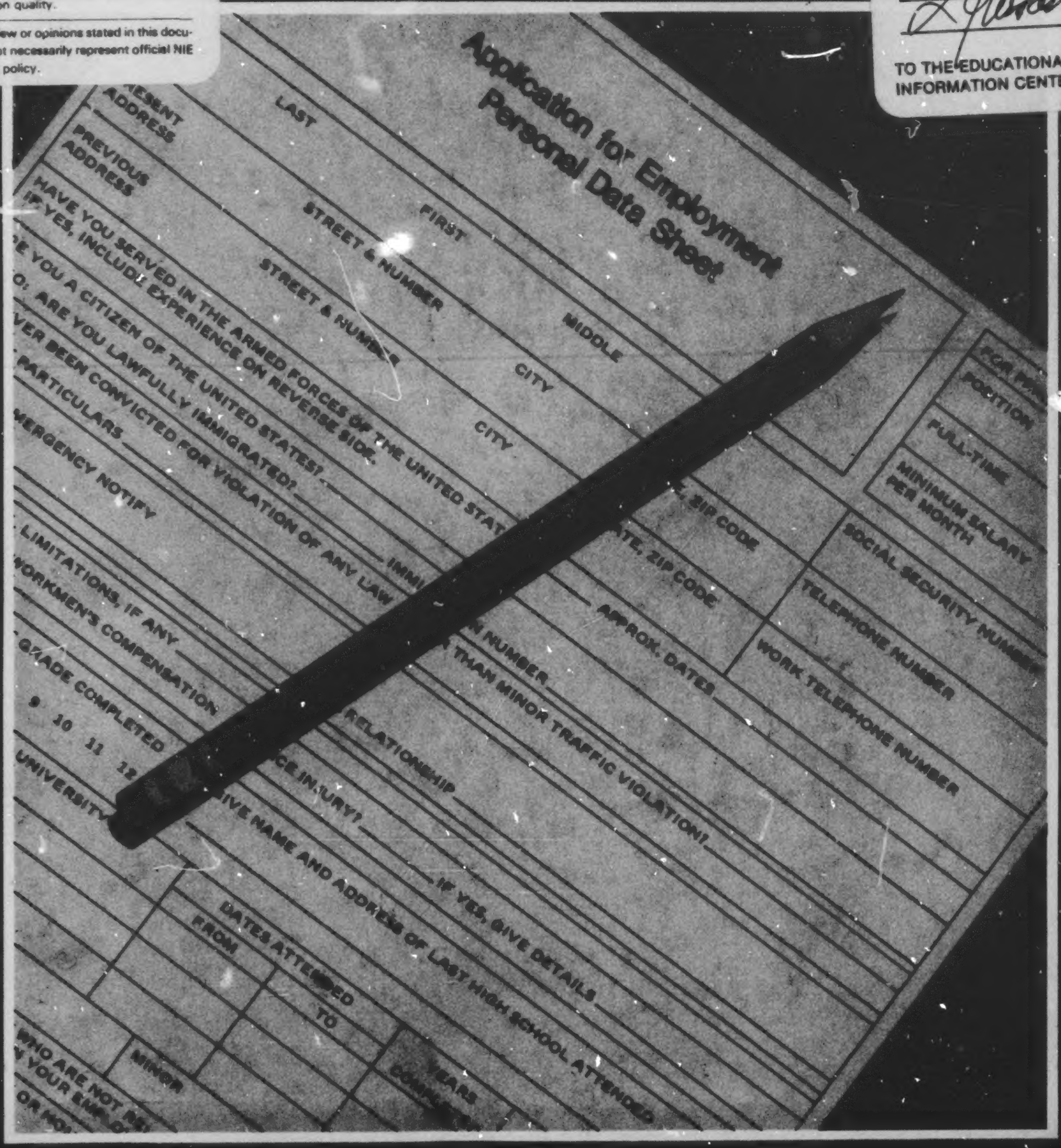

Application for Employment
Personal Data Sheet

PRESENT ADDRESS LAST FIRST MIDDLE
STREET & NUMBER CITY ZIP CODE
PREVIOUS ADDRESS STREET & NUMBER CITY STATE, ZIP CODE
HAVE YOU SERVED IN THE ARMED FORCES OF THE UNITED STATES? APPROX. DATES
IF YES, INCLUDE EXPERIENCE ON REVERSE SIDE
ARE YOU A CITIZEN OF THE UNITED STATES? NUMBER
IF NO: ARE YOU LAWFULLY IMMIGRATED? IMMI
EVER BEEN CONVICTED FOR VIOLATION OF ANY LAW THAN MINOR TRAFFIC VIOLATION?
PARTICULARS
EMERGENCY NOTIFY RELATIONSHIP
LIMITATIONS, IF ANY
WORKMEN'S COMPENSATION INJURY? IF YES, GIVE DETAILS
GRADE COMPLETED 9 10 11 12 GIVE NAME AND ADDRESS OF LAST HIGH SCHOOL ATTENDED
UNIVERSITY DATES ATTENDED FROM TO YEARS COMPLETED MINOR
FOR PER
POSITION
FULL-TIME
MINIMUM SALARY PER MONTH
SOCIAL SECURITY NUMBER
TELEPHONE NUMBER
WORK TELEPHONE NUMBER

EMPLOYABILITY

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Preface

Employability has been designed to help students develop general employability skills needed for getting and keeping a job. It provides information and activities to assist students in analyzing their interests, abilities, personalities, and appearance in relation to job requirements. It provides information and activities related to finding a job by effectively using help wanted ads, resumes, correspondence, the telephone, and interviews. It provides instruction on the basic communication and math skills needed in most jobs. It also emphasizes safety and energy conservation on the job. It aids the student in identifying opportunities and preparation for moving up. And finally, it puts the world of work into perspective as a part of the American free enterprise system.

Employability can be used independently or with classroom instruction. This student activity book has sub-competencies and learning activities to develop the competencies in each section. Questions, puzzles, and case studies are included in the learning activities.

The written answers required in some of the activities will allow students to improve their spelling and grammar usage. Further learning enrichment will be provided as students check the spelling of unfamiliar words with a dictionary and as teachers check students' spelling.

Unit A Focusing on You

COMPETENCY:	*Evaluate personal qualities that help you prepare for employability and job success.*
SUB-COMPETENCIES:	*Describe your personal strengths and weaknesses.* *Explain how your interests and abilities relate to job success.* *Identify possible jobs that would fit your interests and abilities.* *Describe how your personal priorities relate to job satisfaction.* *Determine the effects of appearance on job success and security.*

This unit focuses on you. You hold the key to unlock the door to a future of happiness, satisfaction, and success in the working world. Your self-concept, your interests and abilities, your personal priorities, and your appearance are all essential elements that help establish a firm basis for employability and job success. The following pages will help you explore these areas and help you start evaluating yourself. Soon you will probably take that step into the working world. Will you be ready?

ACTIVITY A-1

DIRECTIONS: Build your vocabulary for this unit by using a dictionary, textbook, or other reference to define the terms listed below as you first read them in the unit. For each term, write a brief definition in the space provided. As you read the unit, continue to build your vocabulary by listing and defining additional terms that are new to you.

Aptitude

Asset

Attitude

Employability

Personal priorities

Self-concept

Self-confidence

Trait

Additional terms

I Like Me!

How well do you know yourself? How well do you like yourself? A positive self-concept is extremely important in all areas of life, and it can be crucial in establishing job success. You need to like yourself in order to like those around you and be satisfied with your working environment. If you have a positive self-concept you can accept yourself for who you are. You can recognize your strengths and weaknesses and work toward personal improvement.

You convey your perception of yourself—whether positive or negative—through your attitudes and behaviors. If you asked several different people to describe you, would the descriptions be the same? If you are self-confident and have a positive self-concept, your basic personality should not vary with different people. The following activity will help you analyze how other people see you.

ACTIVITY A-2

DIRECTIONS: In the blanks provided, write how the following people described you when asked.

A friend ____

____

A teacher ____

____

Your parents ____

____

An employer ____

____

Fellow employees or classmates _________________________

____

How would you describe yourself? _______________________

____

Suppose you don't like everything about yourself. What then? Recognizing your strengths and weaknesses is the first step toward personal improvement. Once you have recognized them you can build on your strengths and work toward improving your weaknesses. The following activity will help you analyze your strengths and weaknesses.

ACTIVITY A-3

DIRECTIONS: Rate your personal strengths and weaknesses on the personal inventory scale below. A statement that might describe you is given in the left column. The opposite of the statement is given in the right column. On the six-point scale between the opposing statements, put a check mark in the place that best describes you. Then follow the directions and complete the exercises below the chart.

	ALWAYS	USUALLY	NEVER	▨	NEVER	USUALLY	ALWAYS	
I LIKE MYSELF				▨				I DISLIKE MYSELF
I relate well to others.				▨				It is difficult for me to establish relationships.
I can recognize my strengths and weaknesses.				▨				It is difficult for me to recognize my strengths and weaknesses.
I can handle criticism well.				▨				I take criticism personally and it hurts my feelings.
I feel secure and self-confident.				▨				I am often insecure.
I am sure I can handle the responsibilities that come with employment.				▨				I am unsure about accepting the responsibilities that come with employment.

Look at your answers on the inventory scale and complete the following statements:

My strengths are ____

____

My weaknesses are ____

____

My plan for personal improvement includes ______________________________

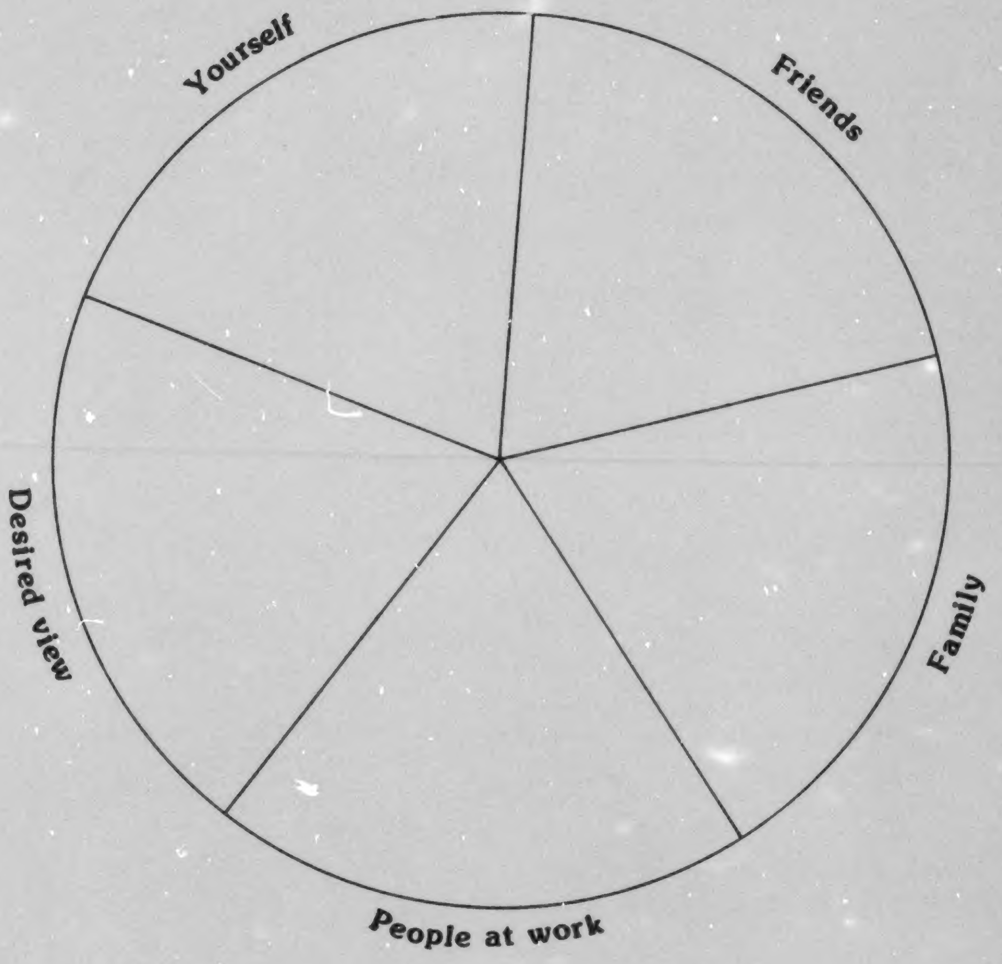
____

Although you have one basic personality–one true self–your personality has many facets. The trick is to combine your many selves into one self that you are satisfied with and feel good about. The following activity will help you recognize different facets of your personality.

ACTIVITY A-4

DIRECTIONS: Answer the questions that follow by drawing a picture, design, or symbol in the appropriate piece of the circle. Try not to use words. The art work is not important as long as the pictures are meaningful to you.

- How do you see yourself?
- How do your friends see you?
- How does your family see you?
- How do you think an employer and fellow employees would see you?
- How would you like for people to see you?



How does the way you see yourself differ or agree with the way others see you?

Do your friends see you differently from how your family sees you? ________ What must account for the different viewpoints?

All jobs deal with people, things, or ideas. Most individuals prefer to work with one of these better than the others. Which do you enjoy the most? Most jobs are a combination of the three–you must be able to work with people, things, and ideas–but may focus on one more than another. The following is a list of jobs that focus mainly on working with people, things, or ideas. The activities that follow the list will help you learn more about yourself and about jobs.

MAIN FOCUS	JOBS
People	salesperson, waiter/waitress, nurse
Things	chef, caterer, seamstress
Ideas	decorator, designer

ACTIVITY A-5 ☞ **DIRECTIONS**: Complete the exercises below.

I prefer to work with: PEOPLE THINGS IDEAS
(circle one of the above)

Write a short paragraph explaining why you prefer a job which focuses on the item you circled.

A Perfect Match

One of the most important keys to finding job success is recognizing your interests and abilities and making the most of them. Your interests and abilities are assets which contribute to your employability and job success. When exploring your interests and abilities, ask yourself two questions: What do I really want to do? What can I do well? If you can find a job that matches both your interests and abilities you will probably enjoy the job and perform well. An interest is what you like to do or would like to start doing. An ability is a craft, trade, or job that you have taken the time and effort to develop into a skill. For example, an interest in sewing combined with training and practice could lead to a satisfying job or career. The following activity will help you analyze your interests and abilities.

ACTIVITY A-6 ☞

DIRECTIONS: Answer the following questions about your interests and abilities.

What are your special interests? ____

____

____

How do you spend your time? ____

____

____

What work do you do best? ____

____

____

What special knowledge or information do you have? _______________________________

____

____

What equipment can you use? ____

____

____

Your major goal should be to find a job that you will enjoy. If you select a job that matches your interests and abilities you should enjoy the job and have the opportunity and aptitude to develop the necessary job skills. The following activities will help you analyze your interests and abilities.

ACTIVITY A-7
☞

DIRECTIONS: Read the following checklists of interests and abilities. In the spaces provided write additional interests and abilities that you have. Then place a check mark in the appropriate box for each item on the checklists.

Interests:

	Interested	Moderately Interested	Uninterested
Meeting new people			
Helping others			
Being creative			
Being outdoors			
Being indoors			
Making money			
Traveling			
Doing a variety of things			
Doing things with your hands			

Abilities:

	Skilled	Average	Unskilled
Reading			
Writing			
Calculating			
Sewing			
Cooking			
Understanding directions			
Answering a phone			
Making schedules			
Planning budgets			
Preparing menus			
Repairing equipment			
Arranging flowers			
Coordinating colors			
Caring for children			

ACTIVITY A-8

DIRECTIONS: Look back at the checklists in Activity A-7. Pick one item you marked "interested" or "skilled" and complete the following sentences.

I demonstrate this interest or ability by ____

____

____

____

I can incorporate it into a job by ____

____

____

____

ACTIVITY A-9

DIRECTIONS: Your interests and abilities help to determine your work preferences. Read each statement below. If you think you would like to work in the situation described, put a check mark in the blank to the left.

______ Work alone
______ Work with tools
______ Read
______ Draw or sketch
______ Work indoors
______ Work outdoors
______ Help other people
______ Work with numbers
______ Work in a quiet atmosphere
______ Work in a noisy atmosphere
______ Make something
______ Sell something
______ Provide a service
______ Work with plants
______ Work in unexpected situations
______ Work where situations are predictable

ACTIVITY A-10

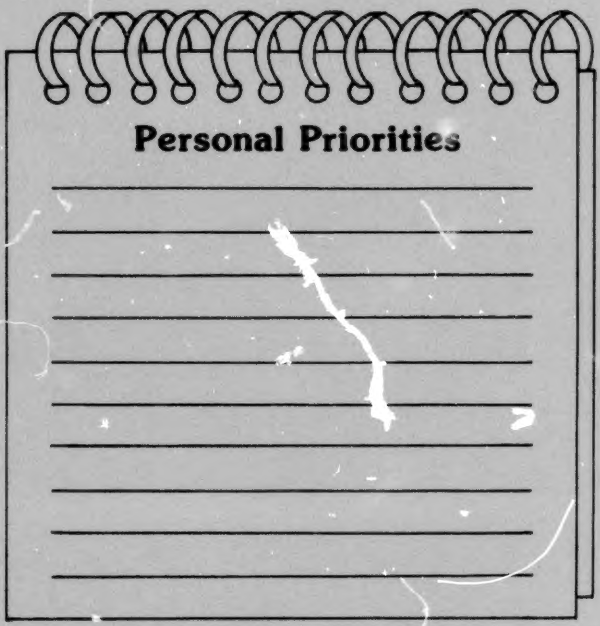
DIRECTIONS: After analyzing your interests and abilities list some home economics related jobs you might enjoy. Write them below.

What Are Your Personal Priorities?

Your personal priorities direct your behavior. They determine how you spend your time, energy, and money. They also help determine what type of job you will excel in and enjoy. You may be able to recognize some personal priorities from your attitudes, opinions, and goals. It takes time and effort to develop your personal priorities. A clear set of priorities provides direction and purpose. A clear set of priorities can help you set your goals for employment and cause you to act purposefully in attaining them. The following activities will help you analyze your personal priorities in relation to job selection and success.

ACTIVITY A-11

DIRECTIONS: Rank your personal priorities in order of their importance to you. How will you rank the following: family, education, friendship, love, health, popularity, partiotism, honesty, other priorities you can add to the list?



ACTIVITY A-12

DIRECTIONS: By now, you should be thinking about and evaluating your personal priorities. Fill in the chart below to help you understand your priorities. After you write a trait in the left hand column, explain in the right hand column what this trait tells about your personal priorities. Remember that a trait is a part of your personality and a symbol of your individuality.

TRAIT	WHAT THIS TELLS ABOUT YOUR PERSONAL PRIORITIES
One ability you have:	
One attitude you have:	
One activity you like:	
One job you would like:	

ACTIVITY A-13

DIRECTIONS: Fill in the blanks below to help you analyze how some jobs might conflict with your personal priorities.

List some jobs you feel would conflict with your personal priorities and explain why.

List some jobs that would not conflict with your personal priorities.

Take Stock of Yourself

As you prepare to look for a job, take stock of your combined qualities. The following activity will help you get the total picture of your interests, aptitudes, education and training, work experience, personal traits, physical capacities, and vocational goals. These qualities plus your personal appearance are what will lead you to that job you want.

ACTIVITY A-14 ☞

DIRECTIONS: Summarize your characteristics by answering the questions under each of the categories below. Include any information gained from previous activities.

YOUR INTERESTS

What are the activities which mainly interest you (outdoor activities, indoor activities, helping people, cooking, mechanical tasks, etc.)?

YOUR APTITUDES

What special abilities have been revealed by test results at school? List them below. Then underline the abilities you are most interested in pursuing.

YOUR EDUCATION AND TRAINING

In what subjects have you done your best work at school? List some knowledges or skills you have acquired through these subjects.

YOUR WORK EXPERIENCE

List the full-time or part-time jobs you have had. What parts of each job did you like best? List them after each job.

YOUR PERSONAL TRAITS

What are your outstanding personal traits? List them below.

PHYSICAL CAPACITY

Do you have any physcial limitations? If so, list them below. Then seek work you can do and forget any handicap you have.

VOCATIONAL GOALS

What kind of work would you like to be doing in five years?

What jobs will lead to this work?

Now Appearing–You

First impressions are based on appearance. The employer's impression of you is beginning to form the moment you walk in the door. Your appearance plays a big part in that impression. If you do not make a good first impression during an interview, your first impression may be your last impression for that job.

The three major factors that determine appearance are dress, grooming, and hygiene. A neat, clean appearance will reflect your interest in and desire for the job. It will also convey a feeling of respect for the firm and its employees. When you go to an interview, look like the right person for the job. Once you get the job, remember to maintain an appropriate appearance every day. The following activities will help you evaluate dress, grooming, and hygiene.

ACTIVITY A-15

DIRECTIONS: Complete the following checklist as a self-evaluation of your appearance by placing a check mark in the appropriate column. Then use the checklist as a basis for self-improvement.

	Always	Usually	Sometimes	Never
Do you start the day with a smile?				
Do you wear clothing appropriate for work?				
Are your clothes clean and well-pressed?				
Do you wear appropriate undergarments?				
Does your clothing fit properly?				
Are your shoes sensible, clean, and in good repair?				
Is your hair neat, trimmed, and clean?				
Females, is your make-up correctly applied, in moderation, on a clean face?				
Males, are you clean shaven? (Or is your beard or mustache, if you wear one, neatly trimmed?)				
Are your teeth clean and is your breath fresh?				
Are your hands clean and your nails neatly manicured?				
Do you bathe or shower daily?				
Do you use an effective deodorant?				
Do you refrain from using excessive fragrances?				
Do you maintain proper posture when sitting, standing, and walking?				

If many of your answers were "always" and only a few were "sometimes" or "never," you are on your way to success. An honest look at yourself and a desire to improve will lead to success in the working world.

The first thing the employer and other employees will notice is how you are dressed. Here are some basic rules for dressing for work.

- Make sure your clothes are neat and clean.
- Do not overdress or underdress. Avoid party clothes, blue jeans, and tennis shoes.
- Dress conservatively.
- To help you form a dress code for your job, take note of the clothes worn by the other employees.

ACTIVITY A-16 **DIRECTIONS**: Now add three rules of your own about dressing for work.

1. ____________________
2. ____________________
3. ____________________

Good Grooming!

Grooming is another major part of personal appearance. These are some basic rules of good grooming.

- Keep your hair clean, trimmed, and combed.
- Shave before you go to an interview.
- Keep make-up, fragrances, and after-shave to a minimum.

ACTIVITY A-17 **DIRECTIONS**: Add three more good grooming rules.

1. ____________________
2. ____________________
3. ____________________

Hygiene is the third major part of personal appearance. Hygiene is extremely important and can cause embarrassing situations. Follow these basic rules for good person hygiene.

- Keep your body clean—bathe or shower daily.
- Brush your teeth daily.
- Use deodorant daily.

ACTIVITY A-18 **DIRECTIONS**: Add three more personal hygiene rules.

1. ____________________
2. ____________________
3. ____________________

Looking good will make you feel better about yourself and help give you confidence for an interview and on the job. Consider dress, grooming, and hygiene when evaluating the situations in the following activity.

ACTIVITY A-19

DIRECTIONS: Read each case study below and answer the questions that follow.

Sam works as a shoe salesperson. When he began his job he was always well-dressed. He soon worked his way up to being one of the top salespeople. A few months later Sam began to wear blue jeans, T-shirts, and tennis shoes. He also grew a beard and did not keep it neat and trimmed. Sam's sales began to decline rapidly.

a. If you were Sam's supervisor what would you tell him?

____

____

b. Do you think an employer has a right to tell employees how to dress? Why?

____

____

c. What would you do if you were Sam?

____

____

Nancy works as a fabric coordinator in a fabric store. Part of her job is greeting people as they come into the store. Several customers have made remarks to Nancy's supervisor about her bad breath.

a. If you were Nancy's supervisor what would you say to her?

____

____

b. How do you think Nancy will feel? How can the supervisor make her feel better about the situation?

____

____

c. What would you do if you were Nancy?

____

____

Remember that your appearance is one of the determining factors in establishing a positive first impression with employers and fellow employees. Practice the techniques you learned in this unit to ensure that your first impression will not be your last!

Unit B Finding a Job

COMPETENCY:	***Obtain employment.***
SUB-COMPETENCIES:	***Evaluate career options and decisions.*** ***Recognize the importance of a resume as a tool in securing employment.*** ***Demonstrate the ability to complete a job application.*** ***Develop interview skills.***

This unit explores both traditional and unique methods of finding job leads, writing resumes, completing applications, and perfecting interview techniques. As you read about these methods, compare them with your own methods and see where you can make improvements. The simple formula below will help you understand how all of these components work together in getting you a job:

Places you could work = Job leads

Job leads + Resumes = Applications

Applications + Interviews = Jobs!

ACTIVITY B-1

DIRECTIONS: Build your vocabulary for this unit by using a dictionary, textbook, or other reference to define the terms listed below as you first read them in the unit. For each term, write a brief definition in the space provided. As you read the unit, continue to build your vocabulary by listing and defining additional terms that are new to you.

Benefits

Cover letter

Interview

Job leads

References

Resume

Additional terms

The Job for Me

There is more to getting and holding a job than saying you will do it. You should weigh many factors about yourself and the job. You should consider:

- What kind of job do you want?
- Why do you want the job?
- How do you qualify for the job?

In the activity to follow you will list some jobs you would like to have. In order to do this systematically, review your personal priorities, interests, and abilities (which were determined in previous activities A-5, A-6, A-7, A-8, A-9, and A-10) for the work you would like to do and could do.

ACTIVITY B-2 ☞

DIRECTIONS: Write three tentative job choices for yourself on the lines below. The jobs can be full-time, part-time, or seasonal.

1. ______________________________
2. ______________________________
3. ______________________________

Help Wanted

> HELP WANTED
> Waitpersons to work part-time noon and weekends. Apply in person at Maria's Restaurant, 1000 N. Sam Houston St., between 9:00 a.m. and 4:30 p.m.

Does this look familiar? Have you ever answered a "help wanted" ad? Did you get the job? Classified ads are something you see in the newspaper every day. Many people think want ads are the only way to get a job. In reality, only about 14 percent of all jobs are obtained through the want ads.[1] This does not mean you should not use the want ads, just that you should think of many alternate ways to get a job. To conduct an effective job search you should exhaust all possibilities open to you. The following activities will help you identify some of these job lead possibilities.

---

[1] United States Department of Labor, Bureau of Labor Statistics, *Job-Seeking Methods Used by American Workers*, Bulletin 1886.

ACTIVITY B-3

DIRECTIONS: Read the list of job leads below. Can you add others to the list? If so, write them in the spaces provided. Put a check mark beside the job leads on the list you have used.

______ School placement service
______ Cooperative education and work experience programs
______ Family, friends, and neighbors
______ Walk-in visits to employers
______ Help wanted ads
______ Signs in business windows
______ State Employment Service
______ Private employment agency
______ United States Civil Service Commission
______ Yellow pages
______ Chamber of Commerce
______ Professional associations
______ Local organizations
______ Previous employers
______ Public library
______ ______________________________________
______ ______________________________________
______ ______________________________________
______ ______________________________________
______ ______________________________________

ACTIVITY B-4

DIRECTIONS: Look back at Activity B-3. Which job leads do you think would be most beneficial? List five of those methods below and tell why you believe each one would be effective.

METHOD	REASON FOR EFFECTIVENESS
1.	
2.	
3.	
4.	
5.	

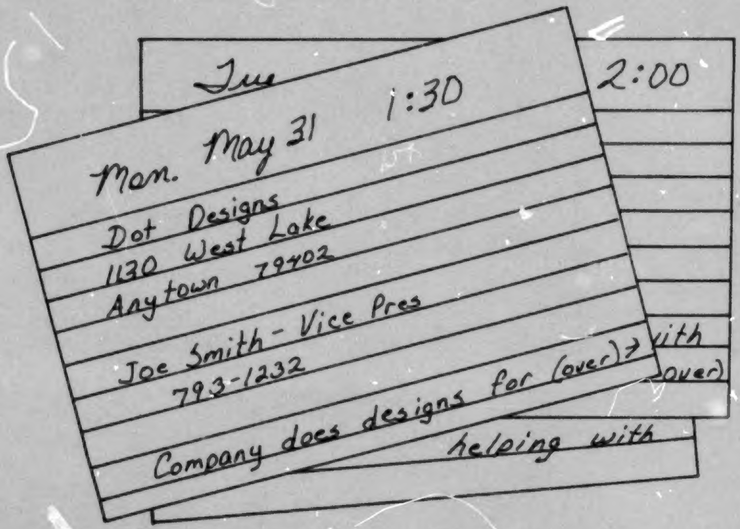
How do you keep your job search organized and under control? First, determine the steps in the job hunting process. These steps may vary from person to person, but the basics should be the same. A possible list of the steps includes:

Step 1 Determine your qualifications–interests, abilities, aptitudes.
Step 2 Decide what kind of job you want.
Step 3 Determine the requirements of the job.
Step 4 List places of possible employment.
Step 5 Utilize all possible job leads.
Step 6 Determine how you will follow up job leads.
Step 7 Prepare papers you will need–resumes, application forms, etc.
Step 8 Prepare for the interview.

Once you reach Step 5 above, be prepared to utilize your job leads. What is the best way to do this? Be sure to keep things organized so you will not get confused and miss possible job openings. One way to get organized is to start a filing system using 3" x 5" index cards. When you get information about possible job leads write the information on a card. Try to be thorough and concise. Prepare the card format ahead of time. Be sure to include the following information:

- The name and title of the person to contact (if possible).
- The name, address, and telephone number of the firm.
- What the firm does and anything else you know about the firm.
- The job lead–how you found out about this possible job.

After you have made an appointment for an interview you can write the date and time on your card for that job lead. Your card file can be very valuable in helping you make sure you have tried a variety of methods and that you have followed up your leads. Be sure to save these cards for future use. It will be helpful if each card includes the clipping if ad was in the newspaper and the date the ad appeared. The cards will make you feel secure and give you a start on your next job hunt. In the following activity you will be filling out a sample card.



ACTIVITY B-5

DIRECTIONS: Fill out the sample job lead card below. Add any additional information that will be helpful to you.

Job Title ______________________________
Person to Contact
  Name ______________________________
  Address ______________________________
  Telephone ______________________________
Information About Firm ______________________________
____
____
Source of Job Lead ______________________________
Other Pertinent Information ______________________________
____
____

Actually the most effective method of finding a job is to contact the employer directly—make walk-in visits or telephone calls to employers. Studies show that two-thirds of all job seekers use this method and that over 50 percent of them are successful.[2] You can find out how to reach these employers using the telephone book yellow pages, the Chamber of Commerce, professional associations, local organizations, and the public library. Another very effective way of finding a job is through family, friends, and neighbors. Some people seem to feel this method is unfair, but it is really utilizing your resources effectively. Twenty-seven percent of jobs are obtained through family, friends, and neighbors.[3] This does not mean that you rely on other people to get a job for you. But you do set up a network of contacts when you involve as many people as possible.

Step 6 in the job hunting process is to determine how you will follow up job leads. If used properly, the telephone can be a very effective tool. The telephone allows you to speak directly to the person who will hire you—if you know who to ask for. This will cut down on time spent talking to people who really cannot help you and time spent driving to places needlessly. You can use this opportunity to create a good first impression by being polite and courteous over the phone. Remember these important rules:

- Try to speak with the person who can hire you.
- Use good telephone manners.

---

[2] United States Department of Labor, Bureau of Labor Statistics, *Job-Seeking Methods Used by American Workers*, Bulletin 1886.
[3] Ibid.

- Speak distinctly in a normal tone of voice.
- Speak directly into the phone, holding the phone about one inch from your mouth.
- Be polite and courteous.

Study the techniques used in the following telephone conversation about a job opening. Notice that names, details, and courtesy are an important part of the conversation.

Telephone Conversation
Employee (answers phone):
Caller: Hello. My name is Darrell Ortiz. May I speak to the manager please? I'm calling about a job opening.
Employee:
Manager: Hello, this is Miss Manager.
Caller: Miss Manager, my name is Darrell Ortiz. I read your ad in the *Morning News* for a cashier. Is the cashier's job still available?
Manager:
Caller: Yes, I do. I have worked at Watson Cafeteria for two semesters where I had one month's cashier's experience as part of the CVAE program. I will graduate from high school this week and am now wanting full-time employment.
Manager:
Caller: Yes, I am interested and I can work flexible hours. When could I schedule an interview with you, Miss Manager?
Manager:
Caller: This Wednesday at 4:00 will be fine. I will be at your business at 412 West Main at 4:00 on Wednesday. Is 412 West Main the correct address?
Manager:
Caller: The east door. Fine Miss Manager. I'll look forward to Wednesday. Thank you for the opportunity to interview for the job. Good-bye.

Using the telephone can save you time and money in your job search. Driving across town several times trying to set up an interview takes time and can be expensive. Analyze the travel expense in the case study in Activity B-6 on the following page and write a telephone dialogue to set up the job interview.

ACTIVITY B-6

DIRECTIONS: Calculate the travel money spent in an attempt to set up a job interview in the following situation. Then write a telephone dialogue to set up an interview.

Your car gets 18 miles per gallon and gasoline costs $1.10 a gallon. The restaurant where you want to work is 6 miles from your house. Because you did not use the telephone to set up an interview, you have made three trips to the restaurant without seeing the manager.

How much money have you spent? ____________________

Write a telephone dialogue to show how an interview could be scheduled by telephone.

ACTIVITY B-7

DIRECTIONS: Working the puzzle on the following page will help you review the things you have learned about job leads. First read the statements and fill in the blanks with the word that best completes each sentence. As a hint, the number of letters in the correct answer is shown in parentheses after each blank. If you've filled in the correct answers, you should be able to find each one in the letter grid. The words may run across, up, down, backward, or diagonally. Circle each word you find.

Q	E	L	T	I	T	F	H	X	E	D	N	I	B
S	U	O	E	T	R	U	O	C	X	Z	N	W	K
C	R	A	S	M	V	A	R	I	E	T	Y	O	G
Y	E	W	L	L	C	N	D	O	E	M	Q	Y	Y
Z	Y	N	X	I	B	E	D	R	A	J	V	E	E
J	O	I	P	C	F	O	V	I	O	E	N	G	L
O	L	G	P	Y	R	I	X	Y	S	O	U	W	L
B	P	V	A	Q	E	B	C	E	M	J	T	D	O
L	M	B	R	W	J	I	V	A	T	K	L	H	W
E	E	N	O	H	P	E	L	E	T	F	I	A	P
A	D	K	E	Y	L	T	C	E	R	I	D	Z	A
D	M	U	S	F	P	H	R	U	T	L	O	N	G
S	Q	T	W	E	N	T	Y	S	E	V	E	N	E
A	C	L	A	S	S	I	F	I	E	D	A	D	S

1. When looking for a job you should follow up on an all ______ ______ (8).
2. Fourteen percent of all jobs are obtained through ______ ______ (13) in the newspaper.
3. One example of a method used to find job leads is using the ______ ______ (11) of the telephone directory.
4. Determining your ______ (14) is the first step in the job hunting process.
5. Keep track of your job leads by starting a filing system of ______ (5) cards.
6. On your cards you should include the name and ______ (5) of the person to contact.
7. In conducting an effective job search you need to try a ______ (7) of methods.
8. Using family, friends, and neighbors to help you find a job is ______-______ (11) percent efficient.
9. A very effective tool used in following up job leads is the ______ (9).
10. By being polite and ______ (9) over the telephone, you can create a good first impression.
11. Using the telephone can save time and ______ (5).
12. When you use the telephone try to talk directly to the ______ (8).
13. You should use the telephone to set up an ______ (9).

A Resume Tells All

A resume is a tool you can use to draw the employer's attention to you. It is a written summary of your qualifications for employment presented in a one- or two-page easy-to-read form. It gives you an opportunity to create a positive first impression by introducing yourself to an employer in a businesslike way and to make very clear what you have to offer.

An effective resume should tell who you are; how to contact you; which position you desire; what your work experience has been; your educational background, including any special training; and any special skills or abilities you have. You can include three references on your resume or include the phrase "References will be provided upon request." This lets you select references with a particular job and employer in mind and keeps your references from being contacted unless the employer is seriously considering hiring you. Be sure to ask permission of your references before you put their names on your resume or before you give their names to prospective employers.

Always make your resume neat, accurate, and simple to understand. It should be typewritten with no spelling or grammatical mistakes. In most cases a resume should only be one page long. You can reflect good appearance, dependability, and skill through a neat resume. An effective resume can "get your foot in the door" and may give you opportunities for personal interviews.

Following is an example of a possible resume format. Examine the resume and determine how your resume might differ from David's.

SAMPLE RESUME

NAME: David Green
ADDRESS: 3333 Town Square, Somewhere, Texas 79000
TELEPHONE: 333-333-3333
EMPLOYMENT OBJECTIVE: Sales clerk, available afternoons,
weekends, and during school breaks
EDUCATION: Somewhere High School
    Proposed graduation: May 1985
    Activities: Cooperative Education
        Reporter for school paper
    Honors: Honor student, B average
        Outstanding sophomore Spanish student
WORK EXPERIENCE:
    Tutoring Spanish, 1983-1984
    Giftwrapping, Cox Department Store, Summers 1983 and 1984
SCHOOL ORGANIZATIONS:
    Student Council
    President of Junior Class
    Track
COMMUNITY ORGANIZATIONS:
    Youth Fellowship
    Explorer Scout
INTERESTS: Water skiing, swimming, reading
REFERENCES: Supplied upon request

There is no standard form for recording information on a resume. However, certain information should be included on all resumes. A resume should reflect your personality, so choose a style with which you are comfortable. Below is an explanation of each part of a resume. This should help you decide how to write and critique a resume, which you will do in Activities B-8 and B-9.

- Your *name, address,* and *telephone number* should be at the top of the page. Remember to include the zip code in addresses and the area code in phone numbers.
- Your *employment objective* should state clearly and concisely the type of position you are seeking. You also might list any personal preferences for the job, such as afternoons only or no weekends.
- *Education* is important. List the high school attended and your proposed date of graduation. Any courses you have taken which are applicable to the position applied for should be included. Any honors you have earned can also be included.

- *Work experience* will be deleted from the resume if you have no previous paid job experience. However, even if you have no paid job experience, you could list positions of responsibility you have held. You can list volunteer experiences as well.
- *School and community organizations* can be very important. Extracurricular activities indicate a well-rounded person to the potential employer. If you are not active in any extracurricular activities in the school or community, you might list some of your good qualities or characteristics which would be needed for the position sought.
- *Interests* should be kept short, but should give the employer some personal information as to the type of person you are. Interests related to the job should always be included.
- *References* with addresses can be listed or a statement such as "References supplied upon request" allows the employer to request the references if desired.

ACTIVITY B-8

DIRECTIONS: Critique the resume below and decide whether or not it would be beneficial in obtaining a job.

RESUME OF I.M. HAPPY

ADDRESS: 111 Yellow Street, Sunnytown, TX
PHONE: 333-5555
EMPLOYMENT OBJECTIVE: I just want a job where I'll make a lot of money, but I can't work on weekends or after 5:00.
EDUCATION: Sunnytown High School
WORK EXPERIENCE: Sunshine Grocery Store
SCHOOL ORGANIZATIONS: None
COMMUNITY ORGANIZATIONS: Church
INTERESTS: I like to go out. I love to eat and watch TV. I like to go shopping with my friends.
REFERENCES:
Mr. Burton
Miss Cowan

Is this resume going to be effective in helping the person get a job? Why?

List the mistakes you find in the resume.

____

____

____

____

How can the resume be improved?

____

____

____

____

ACTIVITY B-9

DIRECTIONS: Below is a sample job resume form. Complete the form with correct information about yourself. The major information categories have been included. You can use this information when developing a resume of your own.

NAME ______________________________
ADDRESS ______________________________
TELEPHONE ______________________________
EMPLOYMENT OBJECTIVE ______________________________
EDUCATION ______________________________
  Courses ______________________________
  Honors ______________________________
WORK EXPERIENCE ______________________________
____
SCHOOL ORGANIZATIONS ______________________________
____
COMMUNITY ORGANIZATIONS ______________________________
____
INTERESTS ______________________________
REFERENCES ______________________________

Sell Yourself

Helen and Larry were reading the want ads in the newspaper. Larry stopped when he came to this one:

> Help wanted. Need responsible young person to fill entry-level position in fast food service. Prefer someone with own transportation. Apply: Hamburger Heaven, 5155 Main Street.

"Here is a job for me," said Larry.
"That does sound good Larry, why don't you apply?"
"I think I will, but do you think I should go on over or call first? Maybe I should write a letter and ask for an interview."

What do you think Larry should do? Should he make a personal visit, call on the telephone, or write a letter? Each of these actions could be correct. However, in this particular case, the best action is probably the personal visit—and as soon as possible. Larry knows there is a job opening. He knows he meets the qualifications listed in the ad, and he knows where the restaurant is located. He also knows the first person to apply often has the best chance of getting the job.

Some help wanted ads include only a phone number. In this case you must call and ask for either an application form or an interview appointment. Often when you get a job lead from family, friends, or neighbors they will only know a name and phone number or a name and address. Use the telephone directory to find the phone number. In either case you can call first and ask if the job is still open. By calling first, you can avoid a long, useless trip if someone else has already been hired for the job.

Suppose you saw the following ad in the newspaper:

> Help wanted. Young person to work part-time in retail clothing store. References required. Write: Box 1515, *Daily News*.

What would you do if you wanted to apply for this position? To learn more about this job, you will have to do what the employer wants and write a letter. Some want ads, referred to as blind ads, list a box number as the only address. Employers who ask for an application letter may be trying to find out how much effort you will make to get the job. Or they may want to know how well you express yourself in writing before they consider you for the job. In fact, you are being asked to sell yourself by writing a neat, informative letter. In many fields of work it is customary to write a letter of application to open the way for a personal interview. This is particularly true in the following cases:

- When the employer you wish to contact lives in another city or town.
- As a cover letter when you are mailing a resume.
- When you are answering a want ad.

Use these tips to help you write a good letter of application:

- Type neatly, using care in sentence structure, spelling, and punctuation.
- Use a good grade of letter-size white bond paper.
- Address your letter to a specific individual, if possible.
- Indicate what position you are applying for and how you found out that the position is available.
- Be clear, brief, and businesslike.
- Enclose a resume.
- Close the application letter with a request for an interview.

Letters of application will vary considerably depending on the circumstances in which they are used. The sample that follows illustrates one way of writing such a letter. You will be writing your own letter of application in Activity B-10.

618 Stangel Street
Bonkers, Texas 10101
October 1, 1984

Box 888
Daily News
Bonkers, Texas 10101

Dear Personnel Director:

I read your ad in the Daily News on September 30, 1984 regarding the job as a diet clerk. I would like to apply for this position.

On June 1, 1985, I will graduate from Bonkers High School. As you will see on the attached resume, I have worked as a dietary aide while studying Home Economics Cooperative Education (HECE) which should prove helpful in this job. I am also willing to continue my education if that will be helpful in this position.

My career goal is to go to college and become a registered dietitian. I would like to get some experience in this field to make sure it is right for me.

For your review, I am enclosing a resume of my qualifications. I would appreciate the opportunity for a personal interview with you should you wish to discuss my application further. My home telephone number is 999-999-9999.

Sincerely yours,

Jane Smith

ACTIVITY B-10

DIRECTIONS: Turn back to the help wanted ad for a job in a retail clothing store on the bottom of page 30. Write a letter of application for the position. Write your letter on the form on the following page. Use the sample letter above as a guide, but write your letter in your own style. Then complete the checklist in Activity B-11 to evaluate your letter.

ACTIVITY B-11 ☞

DIRECTIONS: Use the following checklist to critique the letter of application you wrote in Activity B-10. Read each statement in the checklist and put a check mark in the blank to the left of the statement if it describes your letter.

______ It is sincere.
______ It is neat.
______ It is clear.
______ It is brief and concise.
______ It is logical and orderly.
______ It is specific.
______ It is courteous.
______ It is friendly, tactful, and respectful.
______ The letter is "me" and shows me off to the best advantage.
______ The letter "sells" me.

When you apply for a job, the first thing you must do in most cases is fill out an application blank. Usually it will be handed to you by a receptionist or secretary who has no power to hire you. The application will ask your name, address, telephone number, social security number, age, military service, education, and work experience. It may ask for some other items of interest to that particular company.

Most of us have difficulty remembering what we did on any particular date last week, much less a year ago. For this reason, begin now at the beginning of your work experience to keep a written record of every job you hold, the dates you begin and end each job, your job duties, and the name and address of both your employer and your supervisor. Take this record with you when you go job hunting. Take along your social security number and any other information you might not remember. It would be a good idea to keep this information on a(an) index card(s) or a sheet of paper that you can take with you to help you in filling out an application form. In the following activity you will develop such a card.

ACTIVITY B-12 ☞

DIRECTIONS: Fill out the sample card on the following page with information about the jobs you have held. (Make up information if you have not been employed.) Be sure to include job titles; beginning and ending dates of employment; and names, addresses, and telephone numbers of employers.

Every time you fill out an application for a job, you have a chance to sell yourself. It is your chance to make a good impression on paper. Your application can provide a positive view of who you are relative to the job you want. Your application will meet the employer's expectations if it: is neat and professional in appearance, shows your dependability by listing your past responsibilities, and shows your skill by listing your education and experience. Before making out the application, read all the directions and items on the form. Determine from the instructions if the responses should be typewritten, handwritten, or printed. If not stated, either type or print your responses. Fill out each item fully and neatly.

Below are some tips that will help you fill out an application form correctly. You will be filling out a sample application form in Activity B-13.

- Follow instructions carefully. If you are careful about this when you fill out your application, the interviewer will probably think you will be a careful worker, too.
- Be neat. Print or write clearly so your responses can be easily read.
- Write in ink. Take two pens with you in case one doesn't write.
- Be complete. Answer every question. If a question does not apply to you, write NA (not applicable) or draw a line in the blank to show you did not overlook it.
- Be accurate. Read everything on the application carefully before you start to fill in the blanks. This will keep you from making mistakes. Be sure your spelling is correct. Refer to your information card that you brought with you for names, dates, etc.
- List all types of education, experience, on-the-job training, or hobbies that have given you skills for any type of work.

- Describe your previous work experience accurately and completely. Employers are looking for applicants with skills, abilities, and experience. Be sure to list all of the different types of machines and equipment you have operated or can operate.
- If you have any special license or belong to a trade union, put that information on the application form.
- Remember to carry with you the facts about yourself—your personal information card, your resume, and any other papers you prepared before you started job hunting. These papers will save a great deal of time and will help you fill out an application form completely and accurately.

SMITH & CO.
JOB APPLICATION
SMITH & CO.
JOB APPLICATION
NAME ROBERT M. JONES
ADDRESS 711 S. WASHINGTON ST.
CITY ANYTOWN STATE ILL.
SUPERVISED FOUR PEOPLE IN
OF SUPPLY SECTION. RECORD
FOR EACH SQUADRON CONCERN

ACTIVITY B-13

DIRECTIONS: On the following page is a sample application form. Fill it out with information about yourself, using the guidelines listed above.

MARIA'S RESTAURANT
111 Green Street
Anywhere, Texas 71111

Name ____
Last First Middle

Address ____
Number Street Apartment

____
City County State Zip Code

Telephone Number ____________ Emergency Telephone Number ____________

Social Security Number ____________ Sex: ______ Female ______ Male

Parent's Name ____

Schools Attended ____

Subjects Studied ____

Answer Yes or No to the following:

U.S. Citizen? ______ Veteran? ______

Have you ever been in the hospital? ______ If yes, why? ____________

When? ____________ Doctor's Name ____________

References (3):

Name	Address

Previous Employment Record: List your last employer first.

Name of Employer ____________ Address ____________

Telephone Number ____________ Dates of Employment ____________

Describe your duties ____

Why did you leave? ____

Name of Employer ____________ Address ____________

Telephone Number ____________ Dates of Employment ____________

Describe your duties ____

Why did you leave? ____

Name of Employer ____________ Address ____________

Telephone Number ____________ Dates of Employment ____________

Describe your duties ____

Why did you leave? ____

Date: ____________ Signature: ____________

Three ways of applying for a job—a telephone call, a letter, and a personal visit—have been discussed. Usually the personal visit is best because you can talk in person to the employer about what you can do. Whichever method you use, make yourself sound like the right person for the job. When you telephone or write about a job opening, be very positive and sell yourself so the employer will want to give you an interview. The following activity will allow you to practice choosing which method to use when applying for a job.

ACTIVITY B-14

DIRECTIONS: Choose a want ad from a recent newspaper. Make sure the job listed is one that interests you and matches your abilities. Paste the ad in the box below. Then answer the questions and complete the exercises that follow.

What kind of job is it? ______

What are the job requirements? ______

______

______

List the information given about the job.

Pay ______

Hours ______

Location ______

Transportation ______

List the reasons why you would or would not take this job. ______

______

______

______

______

Which method would you use in applying for the position? Check one.

Telephone call ______

Application letter ______

Personal visit ______

Discuss the advantages of using this particular method when applying for the position. ____________

____

____

____

____

____

____

____

____

____

____

Put Your Best Foot Forward

In a job interview, you usually have from 15 to 30 minutes to make a good impression, so put your best foot forward. The purpose of the interview is for the employer to decide if you are suitable for the job and for you to decide if the job is suitable for you. It is an opportunity for you to tell the employer about your skills, training, and experience and to ask about the job and what will be expected of you on the job.

BEFORE THE INTERVIEW

When you are called for an interview you are being seriously considered for the job. Look your best, feel prepared, and have some idea of what to expect when you go to the interview. This means that getting ready really begins the night before. Decide what you will wear, make sure your clothes are ready, and be sure to get a good night's sleep. On the day of the interview, get up early enough so you have time to eat a good breakfast and won't have to rush to get ready. Also, set aside time that will allow you to locate the place of business where you will interview.

Clothing for an interview does not have to be new, but it should be appropriate for the situation. A young woman should wear a dress or skirt and blouse with hose and dress shoes. A young man should wear a suit, sports coat and a tie, or trousers and shirt. Clothing should always be clean and neat. Never wear too much make-up or jewelry. One tip: A friendly, confident smile is about the nicest thing you can wear! The following activity will help you in selecting clothing for interviews.

ACTIVITY B-15

DIRECTIONS: Answer the following questions about dressing for interviews.

Why do you think employers care how their employees look?

If you were going to apply for a job now, what kind of job would it be and what would you wear to the interview?

One of the biggest keys to a successful job interview is preparation. Advance preparation will help you feel confident and at ease. Have the pertinent facts about yourself in logical order and be ready to present them in clear, concise language. Listed below are some actions you can take in order to be prepared for an interview:

- Learn all you can about the company.
- Know what you have to offer.
- Know why you want to work for the firm.
- Make a list of questions the employer is likely to ask you during the interview. (You can compare your list with the list on page 43.)
- Prepare questions to ask the employer about the job.
- Select two pens and a small note pad to take with you.
- Gather, assemble, and arrange all necessary papers, including your resume.

Locate the place of business well before time for the interview. Then you will know about how much time it will take to get there. Plan to arrive for your interview 10 minutes early and *don't be late*. Always go to an interview *alone*. If a parent or friend drives you to the location, they should not go into the business with you. Keep the following points in mind:

- Be sure you are on time and in the right place.
- Go to the interview alone.
- Make a good first impression by displaying confidence and sincerity to the person who receives you.
- Introduce yourself and identify the person you are to see, the reason you are there, and the time of your appointment.
- Think positively!

Before you enter the office say to yourself, "I know I can do this job. I am qualified. I am going to make the employer see that the business needs me and that I can be an asset to the firm. I am going to put my best foot forward!" Straighten your back, hold your head up, step forward full of confidence and enthusiasm, and you *will* make the employer see what a fantastic employee you will be.

DURING THE INTERVIEW

Since the interview is your opportunity to make a good impression, your primary concern is to present your qualifications to the best possible advantage. Although each interview will be different and will require your personal ingenuity, the following suggestions may be helpful:

DO:

- Be yourself.
- Put your best foot forward. Be confident and poised.
- Smile. Be pleasant and friendly but businesslike.
- If a handshake is offered, grasp the person's hand firmly.
- Walk, sit, and stand with correct posture.
- Sit down, but not until invited to do so.
- Speak clearly and answer all questions.
- Let the employer control the interview.
- Be enthusiastic, interested, and sincere.
- Have your Social Security number with you.
- Focus attention on your strong points.
- Be a good listener and do not hesitate to ask pertinent questions.
- Present your resume and other materials when the employer requests them.
- Have two copies of your resume, one for the interviewer and one for your own reference.
- Control mannerisms. Don't pick at your clothes or your nails. Nervous gestures detract from your appearance.

- Look at the interviewer. Don't gaze at the floor, walls, ceiling, your hands, or your feet.
- If the employer indicates that you are to call or return for another interview, make a written note of time, date, and place.
- If the employer does not indicate when a further contact will be made, ask when you may call to learn the decision.
- Thank the employer for the interview.
- Leave courteously and with poise.

DON'T:

- Criticize former employers or fellow workers.
- Chew gum or mints, or smoke.
- Discuss your personal, family, or financial problems.
- Carry any packages. You won't have any place to put them.
- Put your handbag on the desk.
- Drag on if the interview is at an end.
- Be discouraged if the employer doesn't hire you. You may not get the first job you seek.

ACTIVITY B-16

DIRECTIONS: Listed below are some things you *should do* and some things you *should not do* when you go to a job interview. Place a check mark beside the things you should do. Place an X beside the things you should not do.

1. ____ Be on time.
2. ____ Wear clean clothes.
3. ____ Chew gum.
4. ____ Bring a friend to the interview.
5. ____ Wear fancy clothes.
6. ____ Have your resume with you.
7. ____ Slump in your chair.
8. ____ Look at the person interviewing you.
9. ____ Answer all questions.
10. ____ Ask for a cigarette.
11. ____ Look at the ceiling.
12. ____ Sit up straight.
13. ____ Ask questions.
14. ____ Interrupt or argue with the interviewer.
15. ____ Speak distinctly.
16. ____ Tap your fingers on the desk.
17. ____ Be courteous.
18. ____ Take your books with you and put them on the interviewer's desk.
19. ____ Mumble.
20. ____ Bite your nails.

Use standard English during a job interview. How you introduce yourself and how you speak during the interview will create a strong impression. Speak clearly and use proper grammar. Develop the habit of speaking in a pleasant voice. Activities B-17 and B-18 will help you check your speech and grammar and improve them ahead of time so you will speak correctly during an interview.

ACTIVITY B-17

DIRECTIONS: If you have access to a tape recorder, listen to a record of your voice. If not, go into a corner and speak in a normal tone. Answer yes or no to the following questions:

Is your voice too loud? ______

Is your voice too soft? ______

Do you pronounce your words distinctly? ______

From this experiment, did you find any improvement that should be made in your voice? ______

If so, tell what you plan to do to improve your voice communication. ____________________

____

____

____

ACTIVITY B-18

DIRECTIONS: Below is a possible introduction at a job interview. Choose the correct word or phrase below each blank in the introduction. Write your answers in the blanks.

"____________________ . I ________ Sam Jones. I ________ here because I __________ an
(Good morning, Hi ya) (am, is) (is, am) (have, has)

appointment __________ a job interview with Mrs. Garcia at 9:00."
(with, for)

Certain questions frequently come up in job interviews. If you know generally what questions to expect you can give your answers some thought in advance. A prospective employer will often ask some of the following questions during the interview:

- What type of position are you interested in?
- Why do you think you would like to work for our company?
- What jobs have you held, and why did you leave?
- What do you know about our company?
- What would you do if . . .? (The interviewer completes the question with a situation that might happen on the job.)
- What is your main strength? your main weakness?
- Why do you think you would like this particular job?
- Tell me about yourself.
- Are you looking for a permanent or temporary job?
- How long do you expect to work here?
- What are your special abilities?
- Why should we hire *you* for this job, rather than anyone else?
- Are there any questions you would like to ask?

ACTIVITY B-19

DIRECTIONS: Choose what you think is the best response for each of the following questions asked by an employer during an interview. Write the number of that response in the space provided. If you have a better response than the best one listed, write your response as option "d."

1. ______ What job or position are you applying for?
   a. What have you got?
   b. Oh, I can do anything. Just give me a chance.
   c. I'm applying for the waitress position. I understand you have an opening in that position.
   d. ______________________________

2. ______ Are you looking for permanent or temporary employment?
   a. I'm afraid I can only work during the summer, because during the school year I have to devote my time to studying.
   b. I haven't decided yet.
   c. I hope it will be permanent. My last one was temporary because I picked a lousy boss.
   d. ______________________________

3. ______ What is your main strength?
   a. I don't have one.
   b. I like work.
   c. I like to work with other people and I think that will be an asset on this job.
   d. ______________________________

ACTIVITY B-20

DIRECTIONS: Listed below are some possible interview questions. Choose a job you might be interested in and write your answers for that job in the space provided. Then discuss your answers with your counselor or teacher. Review them before you go to an interview.

Why would you like to work for us?

What would you like to tell me about yourself?

Why should we hire you for this job?

After the interviewer has gathered all the necessary information, you may be asked if you have any questions. Be prepared to ask a few questions yourself. This will convey your interest and enthusiasm in the job. Ask only necessary questions which have not already been answered. Some typical questions are:

- Do you offer any advanced, on-the-job training programs?
- Would I work regular or rotating shifts?
- What are the normal working hours?
- Is overtime possible?
- What employee benefits are available? (health insurance, life insurance, sick leave, retirement, etc.)
- What special tools will I need? (uniforms, safety glasses, helmets, steel-tipped shoes, etc.)
- When might I be called to start work?

AFTER THE INTERVIEW

After the interview is over look back and try to see what went well for you and what you would do differently. As long as you were neatly groomed and dressed, well-mannered and polite, and answered the interviewer's questions clearly and accurately in a pleasant tone of voice, then the chances are excellent that any little slip-ups you might have made will not matter at all. Interviewers understand that most people are nervous during an interview and will make allowances for young workers who have had little experience with interviews.

A courteous and valuable job-getting idea is to write a letter of thanks for the interviewer's time. Writing such a letter could accomplish at least three purposes:

- Remind the interviewer of your particular qualifications and continuing interest.
- Show that you can write well-worded and courteous letters.
- Repeat your address and telephone number to show once again how easily the firm can reach you and ask you to come to work.

A sample thank-you letter for a job interview is on the next page. Use it as a guide in writing your thank-you letter for a job interview.

333 Oak Street
Sometown, TX 00000
October 10, 1984

Mrs. Sue Stone
Captain's Feast
555 Main Street
Sometown, TX 00000

Dear Mrs. Stone:

Thank you for the time you spent interviewing me for the waiter's job at your restaurant. After discussing this job with you, I am very interested in your restaurant and in the job opening. I feel my home economics classes and my cooperative education experiences have prepared me for this type of job.

If you need any additional information, I can be reached at the above address or by telephone at 555-8765.

Sincerely yours,

Steve Smith

Try to make each interview a learning experience. After each interview sit down and analyze what happened. Review what was said, the interviewer's reaction to what was said, what might have been said and was not, and what might have been better left unsaid. After an interview ask yourself the following questions:

DID YOU:
- Get a good night's sleep the night before the interview?
- Eat a good breakfast?
- Get your clothes ready the night before?
- Prepare answers to questions before the interview that interviewers often ask?
- Learn all you could about the business or agency before the interview?
- Go alone?
- Arrive 10 minutes ahead of time?

- Take two pens, pencil, your resume, and other papers?
- Leave your personal problems at home?
- Use good manners?
- Appear interested and enthusiastic about the job?
- Sit up straight?
- Give honest answers?
- Use good English?
- Speak distinctly?
- Ask the right questions?
- Give a clear idea of your ability to do the job?
- Thank the interviewer for his or her time?
- Write a follow-up letter?

ACTIVITY B-21

DIRECTIONS: Read the following portions of job interviews. Basing your decision on this part of the interviews only, tell whether you think the applicants got the jobs and why.

1. INTERVIEWER: Why do you want to work for us?

APPLICANT: I really need the money and this seems like a nice place to work. I think I would like it.

Got the job ______ Did not get the job ______

Why: ____

____

____

____

2. INTERVIEWER: Why do you want to work for us?

APPLICANT: Well, I think I could be an asset to your firm. I am trained in this field, and I know I could do a good job.

Got the job ______ Did not get the job ______

Why: ____

____

____

____

3. INTERVIEWER: Why do you want to work for us?

APPLICANT: I have to work somewhere. This seems as good a place as any.

Got the job ______ Did not get the job ______

Why: ____

____

____

____

Many firms have some type of evaluation form on which the interviewer rates and writes facts about the person being interviewed. The following activity will help you understand how an employer uses an evaluation form.

ACTIVITY B-22 ☞

DIRECTIONS: Complete the form below as to how you think an interviewer would rate you if you were the applicant.

Applicant: ____________________

EVALUATION

	Outstanding	Average	Poor	Comments
Appearance				
Grooming				
Speech				
Courtesy				
Enthusiasm				
Ingenuity				
Intelligence				
Personality				

For which position is applicant best suited? ____________________

Should we consider this applicant further? Yes ______ No ______

Remarks:

Interviewed By: ____________________

Firm: ____________________

Date: ____________________

Consider Job Requirements

Different jobs require different qualifications. Employees have greater job success and employers are most satisfied when the employee's qualifications match the job requirements. An employee who is unsuccessful in one job may be successful in another because of a better match in interest, aptitude, education and training, work experience, personal traits, goals, etc. The following activities will help you analyze your qualifications for different jobs and to explain why a good match is important.

ACTIVITY B-23

DIRECTIONS: Complete the chart below to compare your qualifications for the three jobs you listed in Activity B-2. To do this, write the titles of the three jobs in the spaces provided in the left column. Then under each qualification listed across the top of the chart, put one check mark to indicate which job is the best match for you in this category.

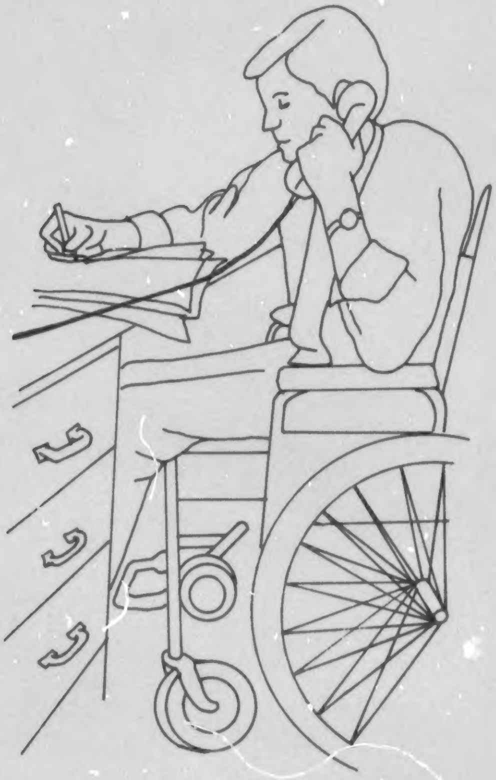
	Interests	Aptitudes	Education and training	Personal traits	Work experience	Physical capacity	Leisure time activities	Goals
(Position) Your first choice of job								
(Position) Your second choice of job								
(Position) Your third choice of job								

ACTIVITY B-24

DIRECTIONS: Explain why you will have the best chance for job success when you select the job that is the right one for you.

Unit C Getting Back to Basics

COMPETENCIES:	*Progress in employment.* *Communicate effectively on the job.*
SUB-COMPETENCIES:	*Understand written, technical, and graphic information.* *Perform basic skills in reading, writing, and arithmetic.* *Display an attitude of concern for time and energy efficiency, productivity, and quality of work.* *Communicate clearly with customers, fellow workers, and others on the job.* *Interpret wage, payroll deduction, and fringe benefit information.*



A job requires certain skills, attitudes, and abilities. This section deals with several basic concepts. The first day at work can be a very positive experience if you are prepared. The basic skills explored in this unit are: telephone etiquette, reading, writing, math, time management, and understanding paycheck deductions. Skills in these areas will help you find job success.

ACTIVITY C-1

DIRECTIONS: Build your vocabulary for this unit by using a dictionary, textbook, or other references to define the terms listed below as you first read them in the unit. For each term, write a brief definition in the space provided. As you read the unit, continue to build your vocabulary by listing and defining additional terms that are new to you.

Federal income tax

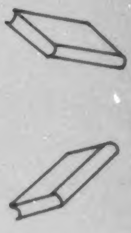
Gross pay

Net pay

Payroll deductions

Social Security

Additional terms



The First Day

Many of the things you have already learned about how to *get* a job are equally important in *keeping* a job. For instance, you know how important it is to be on time. When you begin work, be sure to keep your eyes and ears open and learn all you can, but don't expect to learn everything the first day. Do not be afraid to say "I don't know" and to ask questions. Show interest in learning the company rules and regulations. Here are some other tips which may help make your first working day an easier one:

- Get to work a few minutes ahead of time. Report to your supervisor early.
- Listen to instructions carefully. Ask questions if you don't understand.
- Be friendly to fellow employees but don't waste time socializing.
- Give a full day's work for a full day's pay.

Many companies now have orientation programs to help new employees get started on the job. As part of such a program, you will be shown your work area, introduced to your co-workers, given some background information about the company, and told about company policies and benefits. Remember, the way you handle yourself as you start your new job will be the first impression that co-workers have of you. Here are some suggestions that will help you to create a favorable first impression:

- Learn the names of the people with whom you work, and pronounce their names correctly.
- Learn immediately the company's regulations about rest periods, lunch hours, coffee breaks, smoking, personal telephone calls, and other activities of this type. Abide by the rules.
- Meet as many people as you can and be friendly and courteous to everyone—from the head of the company to the custodian.

Once you start your new job, learn the names of your co-workers, and learn the rules and regulations of the company, then you will be ready to settle down to the work for which you were hired. Here are some suggestions that will help get you off to a good start:

- Read the job analysis, job description, or job specifications in the office manual to determine the full extent of your job responsibilities.
- Learn how the lines of authority run within the company. Find out who gives the orders and how they get to you, and find out to whom you are expected to report.
- Learn to work cooperatively with other employees.
- Try to develop a pleasant, easy-to-like personality. Put a smile on your face. You will be surprised how a pleasant attitude will bring out a positive response in others.

It is normal for you to be a little nervous when starting a new job. You will be excited and concerned about your ability to do the job well. There is no magic formula for success on the job, but you can improve the odds by following the basic rules presented in this unit. The following activities will help you get started.

ACTIVITY C-2

DIRECTIONS: Answer the following questions in the space provided. Make your answers thorough and concise. These questions should help you think about your situation as a new employee from several persons' viewpoints.

If you were the employer, how would you treat a new employee the first day?

As a co-worker, how would you treat a new employee the first day?

If you were the employer, what would you expect from a new employee the first day?

As a co-worker, what would you expect from a new employee the first day?

As a new employee, what do you expect from yourself on the first day of a new job?

ACTIVITY C-3

DIRECTIONS: Read the following situations and answer the questions.

John has just been hired as a child care aide in a day care center. Today is his first day of work. He arrived at the center five minutes before it opened. He met the cook, the custodian, the owner, and the children. He is starting to learn the children's names and the names of his co-workers. John is very happy with his work situation and thinks he is really going to enjoy his job.

a. What positive things did John do today?

b. What other things should John have done?

c. How do you think John's employer will react to his first day on the job?

d. How do you think the children feel about John?

This is Julie's first day as a waitress. She wanted to look very nice for work, so it took her longer than usual to get dressed. She was 15 minutes late for work. She wanted to be sure to meet everyone, so she spent 30 minutes in the kitchen talking to the cook. Julie knew it was important to be friendly and courteous to the customers, so she was sure to tell everyone about her new job, her friendly co-workers, her high school football team, and her new kittens at home. Julie is very happy with her work situation and thinks she is really going to enjoy her job.

a. What positive things did Julie do today?

b. What negative things did Julie do today?

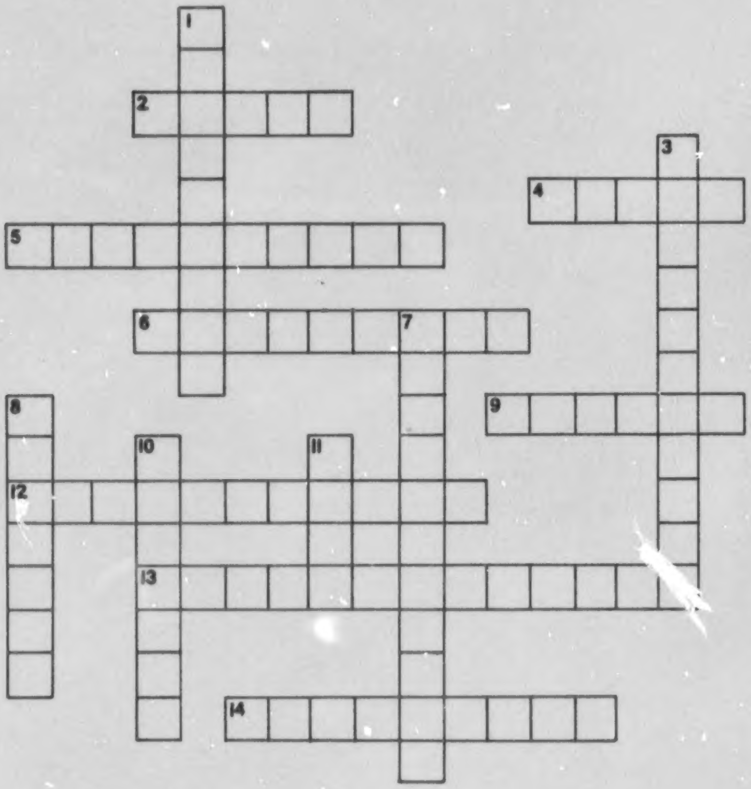
c. How can Julie improve her work habits?

d. How do you think Julie's co-workers will feel about her after her first day on the job?

e. How do you think Julie's employer will react to her first day on the job?

ACTIVITY C-4

DIRECTIONS: Fill in the crossword puzzle below using terms related to the first day on a job.



ACROSS

2. Abide by the ______ .
4. Learn your co-worker's ______ .
5. On the first day people will be forming their first ______ of you.
6. Don't be afraid to ask ______ .
9. You can find out about your job description from the office ______ .
12. Learn the company rules and ______ .
13. Learn to work ______ with other employees.
14. Learn about the lines of ______ within the company.

DOWN

1. Meet as many people as you can and be friendly and ______ to everyone.
3. Try to develop an easy-to-like ______ .
7. To help new employees, many companies have ______ programs.
8. It is normal for you to be a little ______ the first day on the job.
10. Take a real interest in your work, because you want your company to ______ .
11. It is very important to be on ______ .

Tele–Talking

R-R-R-R-ing!!! "Mrs. Ray's office, Pat Jones speaking." This would be a proper way to answer a business phone, but you need to check with your boss to find out exactly how he or she wants you to answer the office phone. Then follow the basic guidelines of telephone etiquette.

When you use the telephone you create an impression for the person at the other end of the line–an impression of yourself and your company. On the telephone, the other person can only evaluate you by your voice. A friendly, pleasant voice can create the same effect as a smile. Your voice needs to be warm and sincere. Talk in a natural conversational tone, yet speak distinctly. Remember that if you smile when answering the phone your voice will likely be pleasant.

Answer the phone promptly. Business people do not like to be kept waiting. Greet the caller pleasantly and identify yourself. Your employer will want to know who is calling before she or he takes a call. To get this information without offending the caller, ask, "May I tell Mrs./Mr. Jones who is calling?" Avoid saying, "Who's calling?" which may sound rude to the caller. Listen attentively and use the caller's name if possible.

If the person being called is unable to answer the phone, offer a choice between taking a message or having the call returned. *Write all information down*. Obtain the caller's name and phone number, record the message accurately, and verify the important details by repeating them back to the caller. Be sure to write the time of the call on the message.

When handling complaints adopt a tactful, helpful attitude. When you answer the phone, you represent your employer. Listen carefully and express interest and understanding. Maintain your poise and avoid blaming others. Take the action required on the complaint and close the call pleasantly.

When originating calls, plan the call before you place it. Write down the number you want to call and dial carefully. Identify yourself promptly and state the purpose of the call. Close the call pleasantly.

Develop the habit of being courteous and friendly on the phone. What you say and how you say it are extremely important. Your boss will want you to be considerate and courteous to create a favorable impression of the company. Below are some appropriate telephone dialogues. These and the activities to follow will help you rate yourself on tele-talking skills.

Telephone Conversation 1
Employee (answering phone): "Ann's Fabric Shop. Miss Smith speaking."
Caller:
Employee: "Stretch lace is a suitable seam binding for knitted fabrics."
Caller:

Employee: "Yes, it is available prepackaged and it comes in a wide range of colors."
Caller:
Employee: "You are welcome. Please call again. Good-bye."

Telephone Conversation 2
Employee (answering phone): "Good morning. Good Eats Restaurant."
Caller:
Employee: "Yes, that will be fine. Reservations for four for dinner at 6:30, Tuesday, April 10."
Caller:
Employee: "May I have your name, please?"
Caller:
Employee: "Jim Lorres? May I have your phone number, please?"
Caller:
Employee: "763-2111?"
Caller:
Employee: "Thank you for calling Good Eats Restaurant. Good-bye."

Telephone Conversation 3
Employee (answering phone): "Little Tyke's Child Care Center. Joe Beam speaking."
Caller:
Employee: "Mr. Black is very busy. Perhaps there is something I can do."
Caller:
Employee: "An appointment for Tuesday? I can arrange an appointment for Tuesday afternoon at 2:30 p.m."
Caller:
Employee: "Thank you very much. Good-bye."

Telephone Conversation 4
Employee (answering phone): "Little Tyke's Child Care Center. Joe Beam speaking."
Caller:
Employee: "Mr. Black is out of the office now. Would you like to leave a message?"
Caller:
Employee: "In that case may he call you when he returns?"
Caller:
Employee: "You're welcome. Good-bye."

ACTIVITY C-5

DIRECTIONS: Give one example of how each of the following rules of business telephone etiquette were used in the telephone conversation above.

Show courtesy ____

____

Identify business establishment ____________________

Identify person answering phone ____________________

Use good grammar ____________________

Answer questions directly ____________________

Be brief, concise, and clear ____________________

ACTIVITY C-6

DIRECTIONS: For each item in the chart below place a check mark in the box that best describes your telephone manners. Try to improve your manners every time you talk on the phone.

	EXCELLENT	GOOD	FAIR	POOR
1. Use a friendly, pleasant voice.				
2. Have a warm and sincere tone of voice.				
3. Talk in a natural conversational tone.				
4. Speak distinctly.				
5. Answer the phone promptly.				
6. Greet the caller pleasantly.				
7. Identify self and company.				
8. Listen attentively.				
9. Use the caller's name.				
10. Offer a choice between taking a message and having the call returned.				
11. Write down all information.				
12. Verify the important details by repeating them to the caller.				
13. Write the time of the call on the message.				

	EXCELLENT	GOOD	FAIR	POOR
14. Have a tactful, helpful attitude.				
15. Maintain poise.				
16. Take required action.				
17. Close the call pleasantly.				

ACTIVITY C-7 ☞

DIRECTIONS: Write a dialogue for the following phone situations. Use effective telephone techniques in each situation.

SITUATION 1
You are answering the phone when the wrong number has been called.

SITUATION 2
You are receiving a message for another person over the telephone.

ACTIVITY C-8

DIRECTIONS: Write the letter of the best answer for each question in the blank to the left of the number.

_____ 1. How can the telephone help me at work?
  a. It gives me a chance to talk to my friends.
  b. It allows me to take care of personal business and social obligations.
  c. It can make my work easier and give me a chance to promote my company.

_____ 2. What are the qualities of a good telephone voice?
  a. Natural, genuine, pleasant
  b. Indistinct, quiet, calm
  c. Exaggerated, enthusiastic, fast

_____ 3. Which is the best way to answer a business phone?
  a. "Hello."
  b. "Sporting goods, Miss Perkins."
  c. "Yes?"

_____ 4. Which is the best response to use when answering the phone for someone else?
  a. "Hello."
  b. "Mrs. Jackson's office, Mr. Cook speaking."
  c. "Mrs. Jackson isn't here."

_____ 5. Which of the following would be the best way to end a phone call?
  a. "It's been real fun to talk to you. Call again sometime."
  b. "Goodbye."
  c. "May I help you with anything else Mrs. Garcia? Thank you for calling."

Reading and Writing

Basic reading and writing skills are very important in almost all occupations. Workers need to be able to express themselves in writing and to understand written communications. One good example of an occupation where both reading and writing are extremely important is a diet clerk whose duties may consist of compiling dietary information; processing new diets; maintaining records; preparing reports on perpetual inventories, food purchases, meals served, and food costs; and typing menus. Diet clerks need to be able to write clearly and read and understand communications written by others. They may also need to correct writing errors (grammar, spelling, punctuation) as they type.

Many people can express their thoughts and ideas orally, but they have trouble putting the same information down on paper or interpreting what someone else has written. This can cause many problems in a work situation. If workers are unable to get their messages across, a breakdown in communication will result. A worker might not be understood by co-workers, customers, or the employer. You can use the basic steps on the following page to improve your written communication interactions on the job. The activities which follow will give you some practice in developing writing and reading skills.

READING COMMUNICATIONS

- Try to outline what is written.
- Make sure you understand the language and grammar.
- Summarize the main points.

WRITING COMMUNICATIONS

- Write down your thoughts, ideas, and opinions.
- Organize ideas in order of importance.
- Use proper language, spelling, grammar, and punctuation.
- Summarize the main points.

QUESTIONS TO ASK YOURSELF ABOUT YOUR WRITTEN COMMUNICATIONS

- Are ideas organized?
- Is language understandable?
- Is grammar correct?
- Is spelling correct?
- Is punctuation correct?
- Are the main points summarized?

ACTIVITY C-9

DIRECTIONS: Check the following sentences for *mistakes* in grammar, spelling, and punctuation. Rewrite the sentences correctly in the spaces below.

1. Do you got to have this here report today?

2. Comunication, is very important and will foster best relationships.

3. A good emploee writes and reads good.

4. Affective writters will organize their ideas.

5. When reading, it's real important to underastand the language.

ACTIVITY C-10

DIRECTIONS: Read the following paragraph carefully. Then complete the questions below the paragraph.

A store manager was thinking about ways to increase sales. He thought about increasing advertising on radio and television and adding new items to the store's inventory. He also thought about firing some salespeople who were not performing well on the job. He will need to hire some new people, and he is thinking about starting a training program. The manager also thought about ways to improve customer relations and how to go about finding out what customers want.

1. What is the main idea of the paragraph?

2. Organize the supporting ideas in logical order. List them here in logical order.

3. Rewrite the paragraph so it communicates the main idea in a more effective way.

Discuss your answers to Activities C-9 and C-10 with your teacher. Develop a plan for future study and practice if you had difficulty. Write your plan for future study and practice in the following activity.

ACTIVITY C-11 **DIRECTIONS**: Complete the sentence below.

My plan for further developing my reading and writing skills includes ______________________________

____

____

____

Math? Me?

Many jobs require employees to perform basic mathematical computations. All workers need some math skills to tally the hours they have worked and figure payroll deductions. Some jobs, such as bank tellers, bookkeepers, carpenters, and cashiers, require a great deal of math ability. While in high school, many people do not take the study of mathematics seriously. After graduation these people realize they cannot compete for many jobs because they lack basic math ability. This section is designed to help you improve your math skills and to help you realize the importance of math ability. It is never too late to improve your math! The following activities can help you.

ACTIVITY C-12 **DIRECTIONS**: For Items 1-8 below, match the definitions with the appropriate terms. Place the letter of the term in the blank to the left of its definition. One term will not be used.

Definitions

______ 1. The answer in an addition problem.

______ 2. The answer in a division problem.

______ 3. The answer in a multiplication problem.

______ 4. The answer in a subtraction problem.

______ 5. A part of a whole expressed in hundredths.

______ 6. A numerical representation of two numbers whose quotient is to be determined.

______ 7. Based on the number 10.

______ 8. A whole number.

Terms

A. decimal
B. denominator
C. difference
D. fraction
E. integer
F. percentage
G. product
H. quotient
I. sum

ACTIVITY C-13

DIRECTIONS: Calculate answers to the following problems. Write each answer in the space provided:

Addition:	(1) 351	(2) 5822	(3) 618	(4) 185	(5) 11
	+ 47	+ 279	903	71	495
			+ 335	+ 9051	+ 1503
Subtraction:	(1) 1987	(2) 3431	(3) 1000	(4) 903	(5) 3201
	− 643	− 1925	− 861	−774	−2938
Multiplication:	(1) 196	(2) 53	(3) 83	(4) 294	(5) 467
	x 7	x 42	x 16	x 21	x 89
Division:	(1) $4\overline{)336}$	(2) $27\overline{)93}$	(3) $17\overline{)445}$	(4) $8\overline{)1804}$	(5) $44\overline{)6582}$

Decimals:	(1) 5.7	(2) 7.85	(3) 6.8	(4) $.9\overline{)36.18}$
	+ 11.23	−3.43	x 2.9	
Fractions:	(1) 5/6	(2) 7/8	(3) 3/4 x 2/6 =	(4) 2/3 ÷ 1/6 =
	2/3	−3/16		
	+ 1/2			

Percents:

(1) 15% of 100 =

(2) 7% of 63 =

(3) 3% of 17 =

(4) 18% of 5965 =

(5) 12% of 3482 =

ACTIVITY C-14 **DIRECTIONS:** Read the following situations and answer the questions.

1. Sarah works after school and on Saturdays at an interior design studio. Her gross pay for a week is $47.50. She must deduct $2.66 for Social Security tax and $2.50 for federal withholding tax.

   How much will Sarah's net pay be for the week? __________

2. Joe works at a shop that makes custom window treatments. The curtain he is now making will measure 54" in length and 108" in width (includes the allowances for finishing) before it is shirred.

   If the material is 60" wide how many yards of fabric will be needed? __________

3. Susan wants to go to college. Her education is very important to her. She needs to borrow $1,000 to help her get started. The bank has agreed to lend her the money at an interest rate of 14 percent a year.

   If Susan repays the loan after a year how much interest will she pay? __________ How much is the total amount Susan will pay the bank? __________

4. Ken works from 10:00 a.m. until 4:30 p.m. He is paid $3.35 an hour.

   How much money does Ken make daily? __________ Ken works the same hours five days a week. What is his weekly pay? __________ What is Ken's monthly pay for 22 work days? __________

A firm understanding of mathematics and its uses will enable you to apply mathematical concepts to your everyday life as well as to vocational fields. Complete the exercise below about using math skills.

ACTIVITY C-15 **DIRECTIONS:** Describe the mathematical skills you have used in your everyday life during the past week. Write your descriptions below.

Getting to work on time every day is extremely important. Being punctual conveys your sense of dependability and responsibility to your employer and the people with whom you work. Being a few minutes late to work may not seem like a big deal, but these minutes add up. If you are five minutes late to work every day for two weeks you will have missed almost an hour of work. Time is money to your employer. Your employer is paying you to start at a certain time each day, and you must be responsible for being on time. It is a good practice to stay after work five minutes just as it is a good practice to arrive for work five minutes early. These extra minutes let your employer know that you are not a clock watcher on the job. But don't expect overtime for these minutes.

Unexpected things can happen, such as a flat tire or a traffic jam, but you can take precautions to avoid being late no matter what happens. You should routinely allow an extra 30 minutes in case something unexpected should happen at home or while you are traveling to work. If the situation is such that you absolutely cannot avoid being late, notify your employer at once.

Punctuality also includes starting to work as soon as you arrive and returning from breaks on time. Otherwise work is delayed and production declines.

If you are at work on time every day and use your work time wisely your employer will recognize this and appreciate it. You will also earn the respect of your co-workers because they will not have to wait on you or do your work for you. Complete the following activities about getting to work on time.

ACTIVITY C-16

DIRECTIONS: Answer the following questions about your time schedule this morning.

What time did you get up this morning? __________

What time did you leave home this morning? __________

Were you late or on time? __________

Did you feel rushed? __________

ACTIVITY C-17

DIRECTIONS: Work out a personal time schedule for each of the tasks below. To do this, write in the blank beside each task how long it usually takes you to complete that task. Add to the list other tasks that you do every morning before you go to school or work.

Take a shower ____________________
Eat breakfast ____________________
Get dressed ____________________
Pack a lunch ____________________
Travel time ____________________
______________________________ ____________________
______________________________ ____________________
______________________________ ____________________
The "unexpected" 30 minutes

What time should you get up to allow for all of these activities? ____________________

ACTIVITY C-18

DIRECTIONS: In the left column, list three reasons why you might be late for work. In the right column, list precautions you can take to avoid being late.

	REASONS	PRECAUTIONS
1.	____________________	____________________
	____________________	____________________
2.	____________________	____________________
	____________________	____________________
3.	____________________	____________________
	____________________	____________________

ACTIVITY C-19

DIRECTIONS: Explain the following statement: "Time is money to your employer."

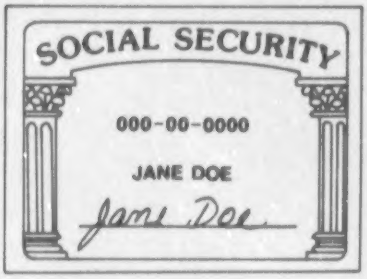
____
____
____
____
____
____

ACTIVITY C-20 **DIRECTIONS**: Answer the following questions.

Why should you notify your employer immediately if you are going to be late for work?

Is it important to your co-workers for you to be on time? Why?

Social Security



A Social Security card is required for an individual to obtain Social Security coverage. To get a Social Security card, obtain application form SS-5 from a local Social Security administration office or your employer. (It is best to have a Social Security card before you apply for a job because you will be asked for your Social Security number when you are hired.) You should receive your Social Security card about four weeks after applying for the card. Your Social Security card will have your Social Security number on it. You will have this number the rest of your life regardless of job changes, name changes, or your employment status. Your earnings will be recorded to the number on the card.

Social Security is a tax (F.I.C.A. or Federal Insurance Contributions Act) that is withheld from a paycheck to be put in a special fund for supplemental income when people retire. Benefits provided by the Social Security program include: retirement benefits (for persons who are too old to work); disability benefits (help injured workers); and survivor benefits (help the family after a worker has died). Hospital benefits, called Medicare, help older persons with medical bills. In Activity C-21 you will learn more about Social Security taxes.

Social Security benefits are not paid automatically. Recipients must prove eligibility and apply for Social Security benefits in order to receive payments. It is important to check on eligibility at these times: before retirement. (at age 70), if the wage earner becomes disabled, or when there is a death in the family.

Evidence of eligibility must be furnished when applying for Social Security benefits. As applicable, be prepared to show proof of Social Security number, age, marriage, earnings, disability, or death of the wage earner or beneficiaries. Every applicant will need to provide a Social Security card or a record of the Social Security number and proof of age through a birth certificate or baptismal certificate. A marriage certificate must be provided if applying for benefits on a spouse's earnings. The previous year's W-2 form or a copy of your last federal income tax will establish evidence of your earnings which is also required. A doctor's written verification is needed to prove disability and a death certificate must be provided to verify a death.

It is a good idea to check on the record of your Social Security account at least every three years. Do this to be sure your record is correct and you have all the credit you have earned.

Use Form SS-5 to replace a lost Social Security card or to report a name change because of marriage or for any other reason. Even though you receive a new card, you will keep the same number but your records must be changed.

Social Security laws have changed in the past and will probably change in the future. To keep up with Social Security changes a booklet entitled "Your Social Security" is revised regularly as benefits change. The booklet can be obtained free from your local Social Security office. The following activity will help you to gain a better understanding of the Social Security system.

ACTIVITY C-21

DIRECTIONS: Answer the following questions about the Social Security system.

What is the purpose of the Social Security system?

How and when will you receive Social Security benefits?

How do you go about getting a Social Security card?

What should you do if you lose your Social Security card?

When a girl marries is it necessary to report the name change to the Social Security office? Why

Why do you think it is important to pay Social Security taxes?

Discuss how Social Security contributes to family protection.

Your Paycheck

The money you will be paid for the work you do is your salary. Your employer should tell you how much you are to be paid and when you are to be paid. Be sure to ask questions about anything you are not told or do not understand about your salary.

Most employers pay their employees by check. Take Jimmy Stevens as an example. Jimmy is working at J's Clothing Manufacturers after school and on Saturdays. Mr. Johnson pays Jimmy the minimum wage of $3.35 an hour and gives him his paycheck every Saturday evening. Jimmy's regular work hours are after school each day from 4:00 to 6:00 p.m. and 9:00 to 5:00 on Saturday. When Mr. Johnson is busy Jimmy often stays after hours to help clean up or deliver to customers for extra money. Activity C-22 shows an example of how Jimmy's check might look for a regular week's work of 18 hours at $3.35 an hour.

To cash the check, Jimmy will take it to a bank. The bank teller will have him sign his name on the back of the check just like it appears on the front of the check. If Jimmy is depositing the money into a checking or savings account, he will write "For deposit only" and his account number under his signature on the back of the check.

The amount of Jimmy's check is the net amount–his take-home pay. His gross pay–the amount before payroll deductions were taken out–was $60.30 (18 hrs. x $3.35). Payroll deductions are amounts of money taken away from the gross salary. The amount of these deductions is usually shown on a stub attached to the paycheck. The check stub is provided for the employee's information and should be torn off and kept in the employee's personal records. Two of the most common deductions taken out of paychecks are Social Security (F.I.C.A.) and federal income tax or withholding tax (F.I.T.). Withholding tax is taken out of the salary because the federal government taxes income each year. Employers withhold income tax from their employee's paychecks and send the money to the federal government. Complete the following activities about Jimmy Stevens' paycheck.

ACTIVITY C-22

DIRECTIONS: The following is an example of Jimmy Stevens' check and check stub for his week's work at J's Clothing Manufacturers. The top portion of the check is the check stub. The check stub shows Jimmy's gross salary, payroll deductions, and the net pay. Answer the questions on the next page about Jimmy's paycheck.

GROSS SALARY	F.I.T.	F.I.C.A.	UNEMPLOYMENT INSURANCE	GROUP HEALTH INSURANCE	NET PAY
60.30	4.10	4.04	.49	1.50	50.17

J's Clothing Manufacturers
501 Main
Texas City, TX 21435

56-105
42

No. 1101

DATE May 2 **19**84

PAY TO THE ORDER OF Jimmy Stevens **$** 50.17

Fifty and 17/100 ------------------------------------ **DOLLARS**

CITY NATIONAL BANK
TEXAS CITY, TX 21435

For work

Jay Johnson

1:0442' "06031 12-34-56

1. What is the amount of Jimmy's check before deductions? ________________
2. How much federal income tax was taken out of the check? ________________
3. How much Social Security tax was taken out of the check? ________________
4. How much unemployment insurance was taken out of the check? ________________
5. How much health insurance was taken out of the check? ________________
6. What is the amount Jimmy gets to take home? ________________

ACTIVITY C-23

DIRECTIONS: The following chart shows Jimmy's gross weekly salaries and deductions for the rest of the month of May. To find Jimmy's net salary for each week add the figures in Columns 2, 3, 4, and 5. Then subtract the total of columns 2, 3, 4, and 5 from the gross salary in Column 1. Write your answers in Column 6.

1	2	3	4	5	6
GROSS SALARY	**F.I.T.**	**F.I.C.A.**	**UNEMPLOYMENT INSURANCE**	**GROUP HEALTH INSURANCE**	**NET PAY**
60.30	4.10	4.04	.49	1.50	50.17
63.00	4.40	4.22	.49	1.50	
86.00	8.20	5.76	.49	1.50	
90.00	8.50	6.03	.49	1.50	

The money you take home on payday is only part of what you can earn on the job. Fringe benefits are indirect company payments made to employees. The value of fringe benefits is an individual matter. A fringe benefit may be very important to one person and meaningless to another person. For example, a free parking space would be a valuable fringe benefit to a person commuting by car to a job with limited parking spaces, but worthless to a person walking to work. Individuals must evaluate each fringe benefit according to the value they will get from it. You can't spend fringe benefits but these "extras" may be worth a great deal of money to you.

Fringe benefits vary considerably among companies and employees. They can be grouped as follows:

- *Fringe benefits within your pay* include time off with pay for sick leave, vacations, holidays, jury duty, coffee breaks, etc.

- *Fringe benefits outside of your pay* are things such as a pension plan; a savings plan; a profit-sharing plan; stock purchase/options; bonuses and other awards; company car; subsidized memberships in clubs, professional, or trade organizations; reimbursed educational expenses; use of company-owned vacation and recreation facilities; free or reduced-price meals in company cafeterias or dining rooms; subsidized or free medical/dental care; free or reduced price insurance; discounts on company products or merchandise; free parking; etc.

- *Legally required payments* are payments you will receive no matter where you work. These include Social Security, worker's compensation, and unemployment insurance.

Fringe benefits are an important part of the total pay package and should not be overlooked. Sometimes higher than normal salaries are offered to make up for low fringe benefits. A lower salary with excellent fringe benefits may provide the best total pay package.

The annual dollar value of fringe benefits can be determined by putting a dollar value on each fringe benefit. For example, if designated parking is free at your place of employment, this would be considered a fringe benefit if you drive to work. To give this fringe benefit an annual dollar value, locate a similar office or business were employees must pay for the parking. The yearly amount paid could be used as the annual dollar value for your parking fringe benefit. The following activities will help you analyze the value of fringe benefits.

ACTIVITY C-24

DIRECTIONS: Fill in the following chart to determine the total pay package of your current salary and fringe benefits. If you are not currently employed, use the salary and fringe benefits of a job you are interested in.

FRINGE BENEFITS	ANNUAL DOLLAR VALUE
Annual dollar value of fringe benefits	
Annual salary	+
Total pay package	

ACTIVITY C-25

DIRECTIONS: Use the following formula to determine the percentage of your salary which is fringe benefits. Use the dollar amounts from Activity C-24.

$$\frac{\text{Annual Dollar Value of Your Fringe Benefits}}{\text{Your Annual Salary}} = \text{\% of Benefits}$$

______________________________ = ______ % of Benefits

Then compare the percentage figures of your fringe benefits with the national average. To do this, first write the percentage of your benenfits (that you calculated above) on the first line below. Then, on the second line below, write the percentage figure for the national average. The national average for 1982, as supplied by the United States Chamber of Commerce, was 36.7 percent.[1] (For updated national average fringe benefit figures write the United States Chamber of Commerce, 1615 H Street, N.W., Washington, DC 20062.)

____________________ Your percentage of benefits

____________________ National average

After comparing the percentage of benefits, do you feel you are better off or worse off than the average worker?

____

____

ACTIVITY C-26

DIRECTIONS: Complete the exercises below.

Discuss the factors you would consider if you were offered a job with low fringe benefits.

____

____

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[1] From: "Employee Benefits 1982." Chamber of Commerce of the United States, Survey Research Center, Economic Policy Division, Washington, DC, 1984. The breakdown of the 1982 figures included: legally required payments, 9.5%; fringe benefits within pay, 13.1%; and fringe benefits outside pay, 14.5%; for a total of 36.7%.

Make a list of the fringe benefits that are most important to you.

Explain how fringe benefits can add to an employee's earning power.

Unit D Working Safely

COMPETENCY:	*Maintain job safety standards.*
SUB-COMPETENCIES:	*Explain the employee's responsibility for safety on the job.* *Recognize safety hazards and follow job safety precautions.* *Follow emergency procedures and apply first aid when necessary.*

Safety has become an accepted part of every job. People have found from experience that it is easier to prevent accidents than to undergo the pain, misery, disablement, and cost that often result from a serious injury. A serious injury to a worker's eyes, back, or other parts of a worker's body could limit the kind of work the individual could do for a lifetime.

ACTIVITY D-1

DIRECTIONS: Build your vocabulary for this unit by using a dictionary, textbook, or other reference to define the terms listed below as you first read them in the unit. For each term, write a brief definition in the space provided. As you read the unit, continue to build your vocabulary by listing and defining additional terms that are new to you.

Abrasions

Flammable

Hazard

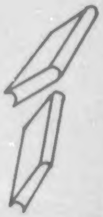
Incisions

Insecticides

Lacerations

Pesticides

Punctures



Additional terms

Safety–Never Off Duty

The employee has a stake in safe work; so does the employer. Many places of employment conduct safety programs because management realizes that accidents are a preventable waste. The business establishment may have a safety director whose duties include helping management carry out its responsibility for maintaining safe working conditions. Other businesses may have a safety committee composed of management and employees who assist in promoting safety. In most cases, employers provide protective equipment, such as safety shoes, goggles, gloves, etc., which are required for specific jobs. Mechanical safety features may include machine guards and protective devices varying from dust exhaust systems to continuous radiation recorders. Commercial can openers, food grinders, fabric cutting machines, and industrial sewing machines are examples of equipment with safety guards and protective devices. Posters, safety rules and regulations, and talks and meetings on safety may be part of an accident prevention program. In most business establishments, first-aid facilities are provided to minimize the effect of any injuries that do occur.

Employees should remember that although safety rules and regulations, mechanical guards and devices, safety posters, and talks are important safety factors, these will never substitute for safe action by individual employees. Here are a few guidelines to follow for safety on the job. Learn them, then use them!

- Consider safe work practices a part of your job. Workers have a responsibility to work in a way that is not dangerous to themselves, to fellow workers, or to the property of the employer. To work unsafely or to blunder ahead in dangerous work is to work incorrectly. Safe work habits are one measurement of a good worker. Horseplay has no place on the job.

- Learn safe work practices from your supervisor and put them to use. Follow your supervisor's suggestions. As a result, many accidents will be prevented.

- Look for hazards around the worksite that may be dangerous to people; remove them if you can do so easily, or report them to your supervisor. If you find a misplaced hand tool, box, or object in a walkway, pick it up and see that it is stored out of the way. If equipment or a work tool seems to need repair, report it so the equipment or tool can be repaired or replaced.

- Ask questions when you are in doubt about safety procedures. Let your supervisor show you the safe and sure work practices for each task you perform. Follow instructions carefully.

Remember, safety is preventing accidents before they happen. Complete the following activities to learn more about safety on the job.

ACTIVITY D-2

DIRECTIONS: Study the following chart, "Deaths Caused By Accidents." Then answer the questions that follow the chart. (Up-dated figures on the accidental death rate can be obtained from the National Safety Council, 444 North Michigan Avenue, Chicago, IL 60611.)

DEATHS CAUSED BY ACCIDENTS*

	No. of Deaths	Death Rate**
All Ages		
Motor-vehicle	49,510	23
Falls	13,773	6
Drowning	7,126	3
Fires, burns	6,357	3
Other	26,436	13
Total	103,202	48
Under 1 Year		
Ingestion of food, object	275	9
Motor-vehicle	253	8
Mech. Suffocation	206	6
Fires, burns	159	5
Other	280	9
Total	1,173	37
1 to 4 Years		
Motor-vehicle	1,219	10
Drowning	650	5
Fires, burns	608	5
Ingestion of food, object	168	1
Falls	121	1
Other	531	5
Total	3,297	27
5 to 14 Years		
Motor-vehicle	3,142	9
Drowning	1,110	3
Fires, burns	550	1
Firearms	344	1
Other	1,159	3
Total	6,305	17
15 to 24 Years		
Motor-vehicle	18,092	44
Drowning	2,150	5
Poison (solid, liquid)	709	2
Firearms	665	2
Other	4,003	10
Total	25,619	63
25 to 44 Years		
Motor-vehicle	13,031	23
Drowning	1,690	3
Poison (solid, liquid)	1,349	2
Fires, burns	1,081	2
Falls	956	2
Other	5,353	10
Total	23,460	42
45 to 64 Years		
Motor-vehicle	8,000	18
Falls	2,245	5
Fires, burns	1,481	4
Drowning	940	2
Surg. complications	865	2
Other	5,636	13
Total	19,167	44
65 to 74 Years		
Motor-vehicle	3,060	21
Falls	1,995	14
Fires, burns	843	6
Surg. complications	767	5
Ingestion of food, object	447	3
Other	1,894	13
Total	9,006	62
75 Years and Over		
Falls	7,762	87
Motor-vehicles	2,713	30
Surg. complications	1,030	12
Fires, burns	1,023	11
Ingestion of food, object	723	8
Other	1,924	22
Total	15,175	170

*Based on data from National Safety Council, 1978.
** Rate of deaths per 100,000 persons.

Which type of accident caused the highest number of deaths? ____________________

____

Which age group has the highest number of deaths due to accidents? ____________________

ACTIVITY D-3

DIRECTIONS: Study the following chart, "Principle Types of Accidental Deaths." Then answer the questions below the chart about the types of accidents causing deaths.

PRINCIPLE TYPES OF ACCIDENTAL DEATHS*

Year	Motor-Vehicle	Falls	Drowning	Fires, Burns	Ingest. of Food, Object	Firearms	Poison (solid, liquid)	Poison by Gas
1970	54,633	16,926	7,680	6,718	2,753	2,406	3,679	1,620
1971	54,381	16,755	7,396	6,776	2,877	2,360	3,710	1,646
1972	56,278	16,744	7,586	6,714	2,830	2,442	3,728	1,690
1973	55,511	16,506	8,725	6,503	3,013	2,618	3,683	1,652
1974	46,402	16,339	7,876	6,236	2,991	2,513	4,016	1,518
1975	45,853	14,896	8,000	6,071	3,106	2,380	4,694	1,577
1976	47,038	14,136	6,827	6,338	3,033	2,059	4,161	1,569
1977	49,510	13,773	7,126	6,357	3,037	1,982	3,374	1,596
1978	51,500	13,800	6,900	6,300	2,900	1,800	3,400	1,700

*Based on data from National Safety Council, 1978.

What type of accident caused the most deaths? ____________________

____

Select one type of accident listed on the chart, "Principle Types of Accidental Deaths." Write a short paragraph on the safety precautions you think might reduce the number of deaths caused by that type of accident.

____

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ACTIVITY D-4

DIRECTIONS: Unscramble the following words to complete the statements related to safety guidelines. Then unscramble the circled letters to complete the sentence which follows.

1. b e s t r o s i i p y i l n — Safety on the job is a _ _ _ _ _ _ _ _ _ _ _ _ _ ◯ of both the employee and the employer.
2. z a r h a d s — Watch for safety ◯ _ _ _ _ _ _ around the worksite.
3. f a s e — Learn _ _ ◯ _ work habits from your supervisor.
4. v u p s r o i r e s — Ask your _ _ _ ◯ _ _ _ _ _ _ when you are in doubt about how to do the work safely.
5. d i s e c c a t n — Safety is preventing _ _ _ _ _ _ _ ◯ _ before they happen.
6. e s a f — ◯ _ _ _ work habits are one measurement of a good worker.

_ _ _ _ _ _ is part of the job!

OSHA and Other Safety Laws

The Occupational Safety and Health Act, known as OSHA, was passed by Congress in 1970 to help prevent accidents. OSHA determines the health and safety standards of companies. Both the employee and employer have responsibilities under OSHA. The employer must provide a safe and healthful environment by training all workers before they start work, making workers responsible for safety, keeping records of all accidents at work, giving workers first aid and medical care, and keeping workers thinking about safety and acting safely. OSHA inspectors can issue citations to appear in court to companies who do not meet the minimum health and safety standards. The employee must obey rules listed in the OSHA act, work safely, and try to prevent accidents. (Additional information on the OSHA act can be obtained by writing the United States Department of Labor, the United States Occupational Safety and Health Administration, or the local Health, Education, and Welfare office.) Review the OSHA act by completing the following activities.

ACTIVITY D-5

DIRECTIONS: Answer the following questions regarding the OSHA act.

What are the purposes of OSHA? Write your answer in paragraph form below.

Why must employers obey OSHA rules?

Why must you, as an employee, obey OSHA rules?

In addition to federal laws, there are state child labor laws which relate to minimum age, the kinds of work, and the hours and conditions under which minors may work. Some employment is covered by both state and federal laws. Where the state and federal laws differ, the higher standard prevails. Child-labor laws differ from state to state. Various state and federal government labor officials have agreed on certain standards. You will find some of these standards listed in Activity D-6.

ACTIVITY D-6

DIRECTIONS: Fill in the blanks in the right-hand column below to indicate your state and to check your state's laws about employment of minors against the recommended standards.[1] The recommended standards appear in the middle column below.

STANDARDS ABOUT EMPLOYMENT OF MINORS	RECOMMENDED	______ STATE LAW
Minimum Age		
For employment during school hours	16 years	______ years
For employment at any time in any factory	16 years	______ years
For employment in any farm jobs	16 years	______ years
For employment outside of school hours	14 years	______ years
For employment outside school hours in any nonhazardous farm job	14-15 years	______ years
For employment outside school hours in any nonhazardous farm job with written parental consent, or on same farm where parents are employed	12-13 years	______ years
For employment in hazardous occupations	18 years	______ years
Hours of Work		
Maximum: for minors under 18	8 hour day	______ hour day
	40 hour week	______ hour week
Maximum: for minors 14 and 15 attending school	3 hours on schooldays	______ hours on schooldays
	18 hours a school week	______ hours a school week
Work Permits		
Required for minors	under 18 years	under ______ years

Dress for Safety

Work clothes, the kind of clothes suitable for your job, can help you be safe and comfortable. Regardless of the type work, correct work clothing can help prevent accidents and injuries. Work clothes should be comfortable to wear and should protect the body from the environmental conditions which surround it. The more dangerous the work, the more specialized the clothing. For example, an astronaut would not go into space dressed in a swim suit! The type of work will determine the proper dress for safety on the job. Some general tips for the right kind of clothes to wear for safe and comfortable work include the following:

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[1] United States Department of Labor, Employment Standards Administration, Wage and Hour Division; *Under the Fair Labor Standards Act, W H Publications 1295 and 1330*. Government Printing Office: Washington, DC. Rev. July 1978.

- Wear smooth-fitting clothes that protect you as needed, from wrist to ankle. Short sleeves may be best for work indoors around machines. Wear smooth, close-fitting clothes to avoid catching your clothing on sharp corners or in machines. For some jobs, do not wear floppy scarves, neckties, loose patch pockets, dangling jewelry, wristwatches, or rings—these items can also catch on objects or pull you into machinery. Tie aprons securely for the same reason.

- Wear shoes that are comfortable and give needed support. Soft-soled canvas shoes are "out" for work, "in" for casual wear; they give limited protection and support. Wear safety shoes, toe clips, or foot guards if you handle or work with heavy materials. Special leggings can provide leg protection against acid, sparks, metal splashes, and chemicals in pesticides.

- Wear a face shield when the danger from flying particles or pesticides does not necessitate goggles. Wear goggles when handling chemicals, drilling or routing, chipping, grinding, using a wire brush, welding, using a portable grinder, or for any other work where there may be flying particles.

- Wear the right kind of respirator for dusty operations or when spray-painting, using pesticides, or doing similar jobs.

- Gloves can give needed protection from dirt, blisters, chemicals, and sharp objects. Wear suitable gloves when handling sharp, heavy, rough, or hot materials and chemicals. Wear canvas or heavy cotton work gloves to provide protection from blisters due to friction when pulling weeds. Wear asbestos gloves when heat is present, as in commercial ovens. Wear rubber gloves when handling acids, solvents, petroleum, or when using a commercial oven cleaner.

- Keep your work clothes and your body clean. Always wash hands thoroughly before eating. Dirt-caused infection can lead to discomfort and illness which could result in lost time from work and a reduction in your wages.

- Wear a safety belt with a life line if there is danger of falling, such as when cleaning windows of tall buildings.

Remember that the kind of clothes you wear on the job should be safe and comfortable. Complete the following activity about choosing clothing for job safety.

ACTIVITY D-7

DIRECTIONS: Describe below the safe dress requirements for a job you have observed. Tell why particular clothing is required.

Work Safely

An employee should acquire the habit of thinking ahead to plan safe work practices and to change unsafe practices. Acquiring this habit will take determination on the worker's part. Self-discipline is required to stop and correct unsafe practices, rather than to go ahead with the hope of completing a job without accident.

Safe habits of work pay dividends in physical well-being, earning power, and productivity. Ignoring safety once is ignoring it once too often. Safe habits of work include good housekeeping practices and using equipment and supplies correctly.

Good Housekeeping for Safety

Good housekeeping is synonymous with cleaniiness and order. Good housekeeping means clean machines, clear floors, prompt disposal of waste materials, and putting away tools when not in use. A clean working space is usually a safe space.

Good housekeeping is the responsibility of everyone in a business establishment. Don't wait for another employee to clean up a wet or slick spot on the floor. Put tools, equipment, supplies, and other objects away when not in use. Be careful about the placement of electric cords or extension cords. Arrange furniture so that "traffic lanes" are kept open. Loose objects on floors, stairs, or platforms; cluttered work areas; wet, greasy, or dirty floors; materials protruding into aisles or blocking passageways; and poorly piled materials are examples of poor housekeeping practices which can lead to accidents on the job. The following activity will help you analyze your housekeeping habits.

ACTIVITY D-8

DIRECTIONS: Complete the following exercises to see if you are using safe housekeeping habits in your work space.

Describe a housekeeping habit that you have recognized as dangerous when working on a job or at home.

____

____

____

____

Explain how you corrected the habit and made it safer, or explain how you proceeded in the usual way, hoping no accident would occur.

____

____

____

____

What part did self-discipline play in your action?

____

____

____

____

Using Hand Tools and Equipment Safely

Injuries from hand tools and equipment stem from three principle causes. These causes are:

- Defective tools
- Using the wrong tool or piece of equipment for the job
- Using the tool unsafely.

Pick the right tool for the job. Knives, axes, hoes, and shears have cutting edges. Use these tools only for cutting. Use a hammer for pounding, pliers for grasping.

Cutting tools should be sharp. A sharp tool cuts into the material; a dull one may slide and strike or cut you. Some guidelines for using knives include:

- Always wash and wipe a knife from the back of the blade, being sure that your fingers do not extend to the cutting edge.
- Do not put a knife into water where it is not easily seen.
- When carrying a knife, hold it with the point downward.
- Do not use a knife as a lever to pry jar or paint can lids or for similar purposes. Never use a double-edged razor blade for opening cartons or boxes.
- Do not use a knife to turn food, such as hamburger patties, steaks, pork chops, or pancakes.

Be sure each tool you use is in good condition. Cutting tools must have sharp blades to cut cleanly without slipping. Handles should be free of cracks, splinters, and should be fastened securely to the working parts. Take tools that need to be repaired or sharpened to your supervisor.

Use the tool as it was meant to be used. Did you ever dig a hole with a shoelace? Of course not! But it is just as senseless to use an axe for driving a post into the ground or a knife to open a can. Use cutting tools only for cutting, hammers for pounding, lid openers for prying.

Put tools away in a safe position. When work is finished, place the tools you used out of the way where they won't get damaged or will not cause an injury. Store tools in special holders or racks; never leave them lying around. For example, knives stored in racks or in slots in drawers can be picked up more safely than those which are thrown in a drawer. It is a poor practice to carry sharp tools in your pocket.

The correct tool is the best one for the job. The correct tool gets the job done quickly and safely. Think about your use of hand tools and small equipment as you complete the following activity.

ACTIVITY D-9

DIRECTIONS: Answer the following questions about your use of hand tools and equipment.

Describe an accident that you have experienced when using hand tools or small equipment.

What safety procedure would have prevented the accident?

How can you more safely use tools and small equipment on the job and at home?

Using Small Electrical Equipment Safely

Remember that even 110 volts of electricity can kill or result in serious shock or burns under some conditions. Observe these safety reminders to prevent electrical shock or a fatal accident:

- Always dry your hands before touching electrical equipment. Wear rubber boots if you must use electrical equipment while standing on a wet surface. Never immerse electrical equipment in water. Be cautious when using anything electric near water.

- Check electrical items before using for: frayed cord insulation, loose connections at terminals, broken plugs, broken switch, and worn or broken wires due to kinks.

- Protect the cord from oil, heat, rough surfaces, and chemicals. Keep the cord out of aisles or other traveled areas. When not in use, cords should be rolled loosely and placed on a shelf or hung over a thick, round, wooden peg.

- Do not use electrical tools or equipment where there are flammable vapors or gases; a spark may cause an explosion or fire.

- When plugging in anything electric, plug the cord into the equipment or appliance first, and then into the electric outlet. When removing the plug, reverse the order; remove the plug from the electric outlet first, then remove the plug from the tool, appliance, or equipment. Remember to grasp the plug, not the cord, to remove from the outlet.

- Never use cords which are worn or have part of the wire showing.

- When through using electrical equipment or tools, turn off or disconnect the current.

Practice identifying safety checks to make before using electric hand tools, appliances, and small equipment. The following activities will help you.

ACTIVITY D-10

DIRECTIONS: Write the missing word(s) for each electrical safety statement in the blank to the left of the number. Select your answers from the words listed below.

cautious
connections
disconnect
electrical
equipment
flammable
frayed
immerse
outlet
plug
plugs
switches
turn
wet
wires

______ 1. Check electrical items for ______ cord insulation.

______ 2. Dry your hands before touching ______ equipment.

______ 3. Check electrical items for loose ______ at terminals.

______ 4. Never ______ electrical equipment in water.

(a) ______ 5. Check electrical items for broken ______ and broken ______ .
(b) ______

______ 6. Do not use electrical tools where there are ______ vapors or gases.

(a) ______ 7. When using electrical equipment, plug the cord into the ______ and then into the electrical ______ .
(b) ______

(a) ______ 8. ______ off or ______ the current when you finish using electrical equipment.
(b) ______

______ 9. Be ______ when using anything electric near water.

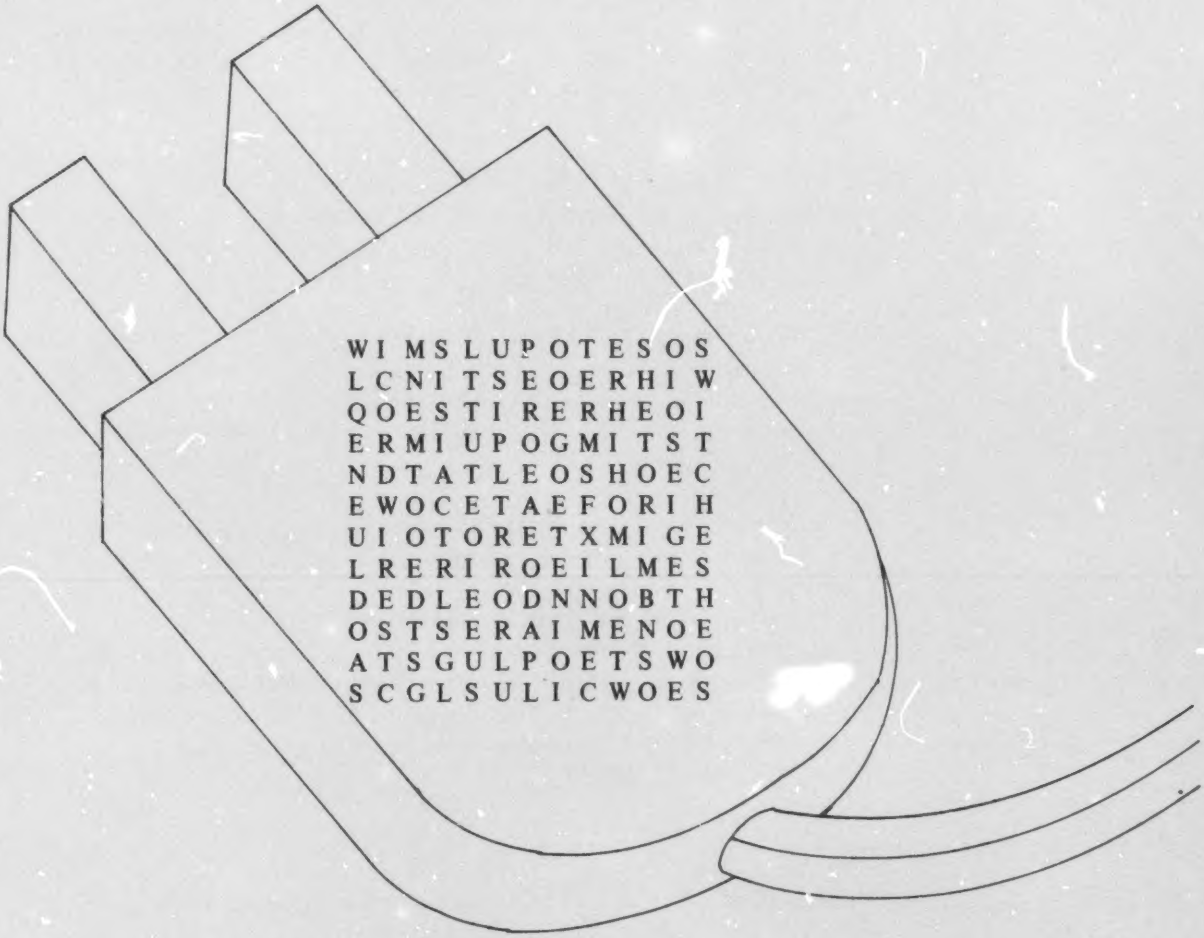
______ 10. Grasp the ______ , not the cord, to remove the plug from the outlet.

______ 11. Check electrical items for worn or broken ______ .

______ 12. Wear rubber boots if you must use electrical equipment when standing on a ______ surface.

ACTIVITY D-11

DIRECTIONS: Review terminolgy by finding and circling the hidden terms about electricity in the word search on the following page. The terms are listed below the puzzle. They may be spelled diagonally, horizontally, vertically, or backwards in the puzzle. After you locate and circle each term, write, in the space provided, an electrical safety check related to the term.



W I M S L U P O T E S O S
L C N I T S E O E R H I W
Q O E S T I R E R H E O I
E R M I U P O G M I T S T
N D T A T L E O S H O E C
E W O C E T A E F O R I H
U I O T O R E T X M I G E
L R E R I R O E I L M E S
D E D L E O D N N O B T H
O S T S E R A I M E N O E
A T S G U L P O E T S W O
S C G L S U L I C W O E S

1. cord ____

2. cord wires ____

3. plugs ____

4. switches ____

5. terminals ____

Using Large Equipment Safely

The most severe injuries reported at work usually involve large equipment. Machines do only what you direct them to do. It's up to each person who works around or operates a machine to build safety into every action.

Operate a machine only after you have received thorough instructions and have been given permission to do so. Ask questions if there is anything about your work that you do not understand. To be safe you must know what you are doing.

Protective clothing should be worn around certain equipment. Follow your employer's safety procedures fully. Anything that can catch in machinery is taboo, such as neckties, loose patch pockets, wrist watches, rings, necklaces, bracelets, etc. Long hair should be closely covered or pulled back for safety.

Machines vary, so it is important to follow each manufacturer's directions carefully. Remember that safety guards and emergency stops on machines are for your protection—they should be in place before starting the machine. Machines should be stopped and locked in an "off" position before being oiled, lubricated, or adjusted. As an employee, work to develop the attitude as well as the skill to use equipment in the safest possible way. The following activity will help you gain a better understanding of the importance of following safety procedures when using large equipment.

ACTIVITY D-12

DIRECTIONS: Complete the following exercises about safety procedures and large equipment. Write your responses in the blanks provided.

Describe an accident you have witnessed or heard about which involved an individual using large equipment.

____

____

____

____

____

Explain how the accident might have been prevented.

____

____

____

____

____

Describe an accident or a near accident that happened when you were using large equipment.

Describe any feelings of uncertainty you have had when operating a new type of machine. Did you ask questions to gain more information before using the machine? What gave you confidence in using the machine?

Lifting Safely

On most jobs there will be both heavyweight and lightweight items to lift. Strange as it seems, you can injure yourself almost as easily by lifting small objects as large ones. The injury could be a strained back muscle, a hernia, or even a fracture or dislocation.

The secret to safe lifting is getting your leg muscles into the act while avoiding the use of your weaker back muscles as much as possible. The five tips on lifting safety are:

- *Size up the item to be lifted.* Is it too big—too bulky—to be lifted alone? If so, get help—it's the smart thing to do. Trying to show off your strength only shows that you don't know how to do the job correctly! It's no disgrace to ask for help when it's needed.
- *Place your feet close to the object to be lifted; get a firm footing.* Putting your feet close to the object is one important way of making sure your back muscles won't take all the strain—that's what you're trying to avoid.
- *Bend your knees and squat.* Keep your back as straight as you can without being stiff or off balance. Squatting puts your legs in position to take the load. If you have to, drop one knee lower so you can get closer.

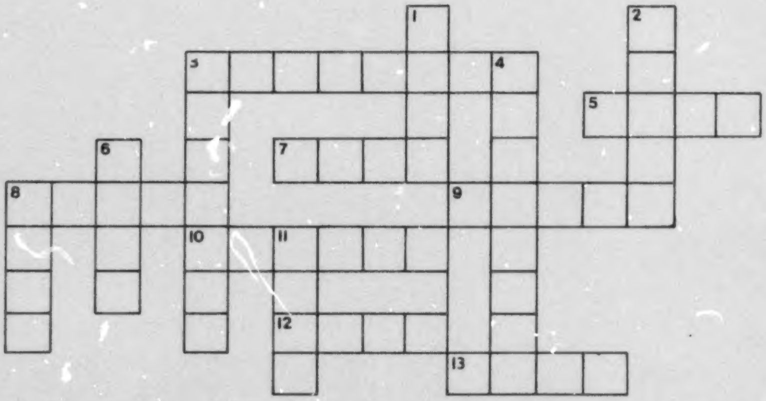
- *Take a firm grip; push up with your legs.* Get a good grip on the object, then push up with your legs. As you come up, keep your back straight and the load close to your body. Keeping the load close helps to distribute the weight better and reduces the strain on any one part of your body.

- *Set load down by reversing the above steps.* Lifting is only half the job. You can also get hurt setting things down. So, to ease a load down, bend your knees, keep your back straight, touch front edge of object down first, slide hands out of the way, and ease load into place.

Keep these five tips on lifting safely in mind; practice them on all your lifting jobs. Soon, you'll be lifting properly without even thinking about it. Seasoned workers know that working steadily and safely is more productive in the long run than taking chances. *Remember: Leg lifting lightens loads!* Complete the following activities to help you remember the safety rules for lifting.

ACTIVITY D-13

DIRECTIONS: Review the general tips for safe lifting on the job by completing the following crossword puzzle. If you need help, you will find the answers in the the text that precedes this activity.



ACROSS

3. Leg lifting ______ loads.
5. When lifting objects, squatting puts your ______ in position to take the load.
7. Get a good ______ on the object and push up with your legs.
8. Touch the ______ edge of the object down first when setting down the load.
9. Slide your ______ out of the way and ease load into place.

10. You can ______ yourself almost as easily by lifting small objects as large ones.
12. Avoid letting your ______ muscles take all the strain.
13. Size up the ______ to be lifted.

DOWN

1. Ask for ______ when an item is too large or bulky to be lifted alone.
2. Bend your ______ and squat to lift an object.
3. A strained muscle, hernia, fracture, or dislocation can result from improper ______ .
4. Ease a load down by bending your knees and keeping your back ______ .
6. As you come up, keep your back straight and the load close to your ______ .
8. Place your ______ close to the object to be lifted.
11. Heavy and light lifting are a part of most ______ .

ACTIVITY D-14

DIRECTIONS: Read the following situation and then answer the questions about safe lifting.

Jerry is moving a large crate of oranges. He decides to move the crate without bothering Frank who is stacking canned goods on a dolly. Jerry bends over from the waist and picks up one end of the crate. It is too heavy to lift so he moves to the center of the crate and tries to pick it up. Jerry grabs his back as he suddenly feels pain.

Did Jerry follow the techniques for safe lifting? Explain.

Describe the procedures Jerry might have used in moving the crate of oranges to prevent hurting his back.

Describe the safety procedures Jerry should use to set the crate down once he has lifted it properly.

Describe an injury you have witnessed or heard about which involved an individual using the wrong procedure when lifting.

When a ladder is needed on a job, use the ladder with care. A ladder can be trusted to hold you if a few simple safety rules are followed. A ladder has limitations as does any other work tool. The secret is to know those limitations and to work within them. Knowing how to use a ladder will make your work go faster, easier, and safer. Why risk a fall—even a small one—which could injure you so seriously that your fun and earnings could be limited for life? Here are some safety tips for using ladders:

- *Make sure the ladder is safe to use.* Any sign of a broken or cracked step, rung, weight-bearing side rail, or brace spells danger. Do not attempt to use a damaged ladder; instead, report it to your supervisor. When choosing a ladder for a job, get one long enough so you can reach the work point without going above the second step from the top.

- *Set the ladder firmly,* so it won't slip or shift under your weight. If it is a straight ladder, slant it so the base is out about one-fourth the ladder's length from its support. Get help to move a long or heavy ladder.

- *Face ladder to climb; use both hands.* Firefighters and others who climb ladders every day know the importance of using both hands on the ladder as they climb—it's safer, surer, faster. Make sure that the bottom of your shoes are clean and won't slip. Face the ladder and grasp each rung alternately with the hands. As you work, always keep one hand on the ladder, and never go above the second step from the top. Should you lose your balance, you may grab at the air, but air doesn't hold very well! Don't let the upper part of your body extend over one foot on either side of the ladder; over-reaching can easily cause you to lose your balance and fall. Move the ladder often.

- *Store ladder out of the way.* When you have finished using a ladder, put it on a special rack, or store it where it will be out of the way of other workers and won't be damaged. Follow your supervisor's instructions. You may be the next one to use that ladder, and you will want it in good condition.

Check your ladder safety awareness. The following activity will help you.

ACTIVITY D-15

DIRECTIONS: Read the following paragraph about how Terry used a ladder in an unsafe manner. Then list the unsafe procedures that Terry used and tell what procedures he should have used.

It had been raining most of the morning, traffic was slow, and Terry was late to work. Even with a raincoat, Terry's shoes and pant legs were wet from walking the half block to work. Terry threw the raincoat on a chair and checked for an assignment. Running late, he grabbed a ladder and hurriedly set it up. He picked up a steel measuring tape, pencil, and a writing pad. With pencil in mouth and tape and writing pad in one hand, Terry grabbed a rung of the ladder and climbed up. As he leaned over and stretched to place the measuring tape against the wall, Terry's foot slipped and the tape fell. Terry yelled and the pencil flew to the floor. As Terry grabbed at the air the writing pad fell. Terry did not fall, but gained footing on the ladder. To make up for lost time, he jumped from the third rung of the ladder, gathered up the materials, and proceeded to make another climb!

List the unsafe procedures Terry followed.

List in order the safe ladder procedures Terry should have followed.

Using Pesticides Safely

Pesticides and insecticides kill rodents, insects, and plants. That's what they are supposed to do. But they are also dangerous, in varying amounts, to all life–including yours. These chemicals may enter your body through the nose, mouth, eyes–they even may be absorbed through the skin. In addition, it is difficult to diagnose and treat most illnesses that result from pesticide poisoning because the symptoms are similar to many common illnesses. Some pesticides have long-lasting effects. Follow these safety rules when handling pesticides on the job or at home:

IF YOU APPLY PESTICIDES . . .

- Wear clothes that cover your body completely plus appropriate protective equipment (gloves, goggles, face mask). Wear them while spraying, however hot you may get.
- If your clothes become accidently soaked with pesticides, stop work, get out of the area, take your clothes off immediately, and shower thoroughly, using soap. Change to clean clothes.

- Do not smoke or eat while applying pesticides or in any area where they are being applied. After applying pesticides, wash your face and hands thoroughly before eating. If possible, shower at the end of the day and go home in clean clothes.
- If you feel sick at your stomach or dizzy at any time, report immediately to your supervisor.

IF YOU WORK IN AREAS PREVIOUSLY TREATED WITH PESTICIDES . . .

- Keep out of posted areas.
- Do not eat any freshly harvested fruits or vegetables that have not been washed. Wash your hands and face before eating meals. Eat away from the area treated with pesticides.
- Avoid any empty pesticide bags or cans that might be around; report them to your supervisor. Avoid all equipment used for applying pesticides.
- Shower thoroughly, using soap, immediately upon returning home and change to clean clothes.
- If you have any questions or feel even faintly sick at any time, check with your supervisor immediately.

Whether or not you use pesticides on the job, you will encounter their use in your home or in others' homes. The following activity will help you know more about pesticides and how to use them safely.

ACTIVITY D-16

DIRECTIONS: Complete the following exercises to become more aware of the importance of following the safety rules when pesticides are involved.

Choose one type of job such as food service or housekeeping. Find out which pesticides are acceptable, according to the state board of health for that work environment. Write the information in the space provided.

Why are some types of pesticides banned?

Describe a situation you have known or heard about in which the misuse of pesticides resulted in a fatal or near fatal accident. How could the accident have been prevented?

How can you encourage the safe use of pesticides at home?

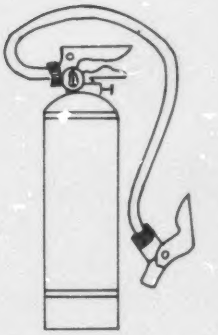
Using Flammable Substances Safely

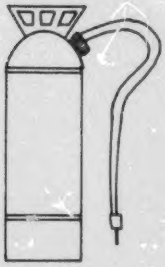
FLAMMABLE SUBSTANCES are big words that say, "This stuff can blow you sky high or burn you to death!" There's no room for mistakes when using gasoline and other fuels, paints, and solvents–even when using grease and lubricants. Serious injuries and great property damage can result from explosion and fires of "flammables." According to the 1983 reports from the United States Government Printing Office, the vapor from one gallon of gasoline can explode with the force of 83 pounds of dynamite. It makes sense to learn how to use flammable substances safely.

Remember the basic fact: flammable substances need a source of fire and air to burn. Safe use hinges on these two rules: control fire sources, and ventilate fumes away. Below are some guidelines for the safe use of flammable substances at work. They can be lifesavers for you.

- Store and use small quantities of gasoline or other flammable substances in labeled cans made for that purpose.
- Do not smoke or permit fires near stored flammable substances.
- Wipe up any spills of flammable substances immediately with a cotton cloth, or flush the spillage area well with water.
- Store oily rags and rubbish in a can with a lid.
- If a flammable substance is spilled on your skin, wash it off immediately with soap and water.
- Know where fire extinguishers are located. Know how to operate them before a fire starts. The different types of fire extinguishers and their uses and operation are given in the following chart.

Fire Extinguishers

Fire Extinguishers	*Contents*	*Use*	*Operation*
Carbon Dioxide (CO_2) 	Liquid carbon dioxide under pressure	Burning liquids or electrical fires where a smothering action is needed	Carry to fire, pull pin on side of handle, and open valve. Hold by insulated handle. Squeeze handle grip and direct discharge from horn to base of fire. Discharge range is 6 to 8 feet. A 15-pound size lasts about 42 seconds.
Dry Chemical 	Bicarbonate of soda, dry chemicals, and cartridge of carbon dioxide gas	Live electrical fires; wood, paper, excelsior, and other ordinary combustible materials	Carry to fire, pull pin, and open valve (or press lever). Squeeze handle grip and direct discharge to base of fire. Discharge range is about 14 feet. A 30-pound size lasts 22 to 25 seconds.
Pressurized Water 	Plain water	Paper, wood, excelsior, cloth, and general combustible fires requiring cooling and quenching	Carry to fire, squeeze handle grip, and direct discharge to base of fire. Discharge range is 30 to 40 feet. A 2½-gallon size lasts 50 to 55 seconds. Do *not* use on burning liquids or live electrical fires; it will spread the fire or cause a deadly shock.

Fire Extinguishers	*Contents*	*Use*	*Operation*
Soda-Acid 	Bicarbonate of soda solution and sulfuric acid	Paper, wood, excelsior, cloth, and general combustible fires requiring cooling and quenching	Carry to fire, turn bottom up, and direct discharge to base of fire. Discharge range is 30 to 40 feet. A 2½-gallon size lasts 50 to 55 seconds. Do *not* use on burning liquids or electrical fires; it will spread the fire or cause a deadly shock.
Foam 	Aluminum sulfate and bicarbonate of soda	Grease, oil, gasoline, and paint fires	Carry to fire, turn bottom up, and direct discharge to base of fire. Discharge range is 30 to 40 feet. A 2½-gallon size lasts 50 to 55 seconds.
Gas Cartridge 	Water and cartridge of carbon dioxide gas	Wood, paper, textile fires; gasoline, oil, anesthetic, or organic solvent fires	Carry to fire, turn bottom up, bump, and direct discharge to base of fire. Discharge range is 30 to 40 feet. A 2½-gallon size lasts 50 to 55 seconds.
Vaporizing Liquid 	Carbon tetrachloride and other chemicals	Live, electrical fires	Carry to fire, turn handle, pump by hand, and direct discharge to base of fire. Discharge range is 20 to 30 feet. A 1-quart size lasts 40 to 45 seconds.

ACTIVITY D-17

DIRECTIONS: Check your understanding of fires by matching the type of fire extinguisher to the types of fire. Place the letter of the fire extinguisher in the blank to the left of the type of fire for which it should be used.

CONTENTS AND USE

______ 1. Paper, wood, excelsior, cloth, and general combustible fires requiring cooling and quenching.

______ 2. Wood, paper, textile fires; gasoline, oil, anesthetic, or organic solvent fires.

______ 3. Live, electrical fires.

______ 4. Live electrical fires; wood, paper, excelsior, and other ordinary combustible materials.

______ 5. Paper, wood, excelsior, cloth, and general combustible fires requiring cooling and quenching.

______ 6. Grease, oil, gasoline, and paint fires.

______ 7. Burning liquids or electrical fires where a smothering action is needed.

FIRE EXTINGUISHERS

a. Carbon dioxide
b. Dry chemical
c. Foam
d. Gas cartridge
e. Pressurized water
f. Soda-acid
g. Vaporizing liquid

ACTIVITY D-18

DIRECTIONS: Describe any existing fire hazards you have noticed at home, at work, or at school. What can be done to remove them or to prevent them from causing fires?

ACTIVITY D-19

DIRECTIONS: Make a fire safety check of the place where you are employed, the school cafeteria, or a local business. Use the following form as a checklist. Begin by writing in the name of the location you are checking. Check either YES or NO to answer each question. Then complete the exercises below the checklist.

FIRE SAFETY CHECKLIST ____________________ (location)	YES	NO
Are exits:		
Blocked?		
Clearly designated?		
Locked?		
Well lighted?		
Is alternate lighting available in event of power failure?		
Are fire extinguishers or automatic devices (i.e., sprinkler system) available?		
Are fire exit and automatic devices checked regularly?		
Is there an evacuation plan for the facility?		
Do all employees know emergency procedures for fire emergencies?		

In what ways did the fire safety check make you more aware of the importance of fire prevention measures?

Find out the latest law in your state regarding sprinkler systems in business establishments. Write the information in the space provided.

Applying First Aid

When employees have accidents, they should receive immediate care. The accident must be reported to the supervisor or person in charge, who will probably send the employee to the first aid station. If the accident is serious, the employee will be sent to a doctor or an ambulance will be called. All employees should be prepared to provide appropriate first aid at the scene of an accident until a supervisor arrives to direct further care.

In any accident situation, follow these general first aid guidelines:

- Keep calm.
- Check for breathing and bleeding problems.
- Do not move the injured unless necessary.
- Call for medical help.
- Keep the injured quiet and comfortable.

Apply first aid as needed until medical help arrives. Burns, wounds, fainting, and choking are common first aid situations you may encounter on the job. First aid procedures to follow for each of these situations are given below.

BURNS

Avoid removing clothing that is stuck to burned areas, but when possible, remove clothing from the burned area before it is treated. Medicine or ointment should not be applied to burns except when ordered by a doctor. Blisters should not be broken. The three types of burns and recommended treatement for each are listed in the chart below.

Type	Description	Treatment
First degree (1°)	Skin reddened but unbroken	Place under cold water.
Second degree (2°)	Skin reddened, blisters formed	Place under cold, running water. Cover with dry, sterile dressing.
Third degree (3°)	Skin partly destroyed; charring present	Cover entire area with a dry, sterile dressing.

WOUNDS

Abrasions, incisions, lacerations, and punctures are types of wounds. When cleansing a wound, wash toward the outside of the wound and not toward the wound. Elevate a wounded leg or arm to help control bleeding. Do not give fluids by mouth to persons with chest or abdomen wounds except when ordered by a doctor. Be sure that puncture wounds bleed. Bleeding helps wash out germs from inside the puncture wound. The chart below gives a description of the different types of wounds and some general treatment guidelines.

Type	Description	Treatment
Abrasions	Skin rubbed or scraped against a hard or rough surface.	Wounds may be minor or major. For *minor wounds,* cleanse the wound thoroughly and cover with a dry, sterile dressing. For *major wounds,* control bleeding by applying a pressure dressing directly over the wound and secure the dressing firmly in place.
Incisions	Skin cut by sharp objects such as razor blades, knives, glass, or can openers.	
Lacerations	Skin torn jagged and irregular by machinery, hand tools, and saws.	
Punctures	Skin penetrated by nails, knives, needles, ice picks, or bullets.	For puncture wounds, apply pressure to the surrounding flesh to encourage bleeding. Then cleanse again and apply dressing.

FAINTING

Fainting is caused when there is too little circulation of blood to the brain. The causes of fainting vary as the reaction might be triggered by hunger, fatigue, standing too long, taking of a blood sample, the viewing of an injury, or a powerful emotion such as fear. The signs which indicate fainting include: a feeling of light-headedness, dizziness, and weakness; cold, moist, pale skin; profuse prespiration; and often nausea and vomiting.

The person who feels faint should sit down, lean forward, and lower the head between the knees, or lie down if possible. Recovery occurs rapidly as gravity brings an increased blood supply to the head. Cover the person to maintain body heat, but do not overheat. Bathe the persons's face with cool water. If available, smelling salts or spirits of ammonia can be used. The person should rest for at least 10 minutes or fainting might recur. Injury resulting from falling is one danger of fainting.

CHOKING

Occasionally, a person will choke on a food or beverage. Choking occurs when a foreign object lodges in a person's throat and cuts off breathing. When choking occurs, the person cannot speak and may not be able to move either. The choking victim may be unable to alert anyone to what is happening. Without help the person will die in only a few minutes.

Should you believe a person is choking, act quickly. Go to the person immediately. To be certain whether the person is choking rather than having a heart attack, ask the person a question like, " Do you need some help?" The person who is choking will *not* be able to answer aloud. The heart attack victim will be able to answer aloud.

If you are certain the person is choking, perform the Heimlich Maneuver immediately. The Heimlich Maneuver is a method used to force the object causing the choking out of the person's airway by using air still in the victim's lungs. To perform the Heimlich Maneuver:

1. Stand behind the victim and put your arms around the victim's waist.
2. Make a fist with one hand. Place the thumb side of your fist on the victim's abdomen between the navel and the breastbone.
3. Place your other hand on your fist and press hard with an upward thrust.
4. Repeat if needed.

If the object has entered the windpipe or the tubes leading to the lungs, you will recognize this by the coughing that occurs. In this case, removal by a specialist is required.

SHOCK

Shock is the disturbance of body functions resulting from circulatory failure and is commonly associated with injury. An injured person should be treated for shock as a precautionary measure even if no symptoms of shock are evident. The signs which indicate shock include: a pale, moist and cool skin; weak and rapid pulse; shallow and irregular breathing; vacant, dazed eyes with dilated pupils; weakness; confused attitude; excessive thirst; nauseous feeling with or without vomiting; and sometimes unconsciousness.

The person in shock should not be moved before medical assistance arrives unless absolutely necessary. Cover the person to maintain body heat, but do not overheat. The person should be kept lying down. Place person on side if unconscious. If there are not chest injuries, no difficulty in breathing, and no pain on being elevated, elevate the feet about 10 inches. When there are head or chest injuries, difficulty in breathing or pain when legs are elevated, raise the person's head and chest eight to ten inches. Keep the person lying flat when in doubt.

Be prepared to apply what you have learned about first aid. The following activity will help you learn to make first aid decisions.

ACTIVITY D-20

DIRECTIONS: Write a brief description of the first aid you should administer in the following situations.

1. Student looks pale and feels faint when standing in the cafeteria line.

2. Your co-worker suddenly chokes and cannot speak when eating nachoes.

3. A classmate gets a second degree burn on the hand when working in the foods lab.

4. A classmate slips and falls on the school steps resulting in abrasions on both knees.

5. A co-worker hits his head on the top rack of a hot oven and the skin begins to redden.

6. A co-worker puts her hand in sudsy water, cuts her thumb on a sharp knive, and the thumb is bleeding.

7. A co-worker has been injured but shows no sign of shock.

Locate first aid supplies at your place of employment. Learn how to use them. Small cuts, burns, or bruises should be cared for immediately. Infection may mean weeks of lost time and possible lost pay. If not treated correctly, some small injuries may even lead to permanent impairment. For example, do not try to remove foreign particles from your eye or the eye of a co-worker. Ask your supervisor or person in charge for advice and help.

Be responsible for your own health and safety and for the safety of others. The following activity will help you be aware of that responsibility for yourself.

ACTIVITY D-21

DIRECTIONS: Explain how you are responsible for your own health and safety. Write your explanation below.

Testing Your Knowledge About Working Safely

Your daily practices will determine how safe a person you are. The following activity will allow you to test what you have learned about safe work principles and accident prevention in the categories of good housekeeping, hand tools and equipment; electric tools and equipment; lifting; ladders; pesticides; flammable substances; fire extinguishers; and first aid. Be sure to determine and analyze your safety profile using the scoring scale following the test.

ACTIVITY D-22

DIRECTIONS: Write the letter of the correct answer for each question in the space provided.

GOOD HOUSEKEEPING

______ 1. To maintain a safe working environment, keep the work area
   a. cluttered.
   b. clean.
   c. traffic-free.
   d. busy.

______ 2. Waste materials should be placed
   a. on the corner of work table.
   b. in a waste container.
   c. on floor near work area.
   d. none of these.

______ 3. Tools should always be
a. left on benches or tables.
b. left on machines.
c. put away when not in use.
d. available to all employees.

______ 4. Wet or slick spots on the floor should be
a. left alone.
b. left alone until the supervisor is notified.
c. covered.
d. cleaned up when noticed.

______ 5. Materials and supplies should be
a. properly stored.
b. stored in a designated area.
c. arranged so they will not be tripped over.
d. all of these.

HAND TOOLS AND EQUIPMENT

______ 6. On any job use
a. the tool which is handy.
b. the right tool for the job.
c. your favorite tool from home.
d. pliers for grasping.

______ 7. Knives are suitable for
a. opening lids.
b. sharpening pencils.
c. cutting.
d. all of these.

______ 8. Dull, broken, or worn-out tools should be
a. reported to your supervisor.
b. used carefully.
c. reported to your co-workers.
d. thrown away.

______ 9. Cutting tools should be
a. left dull.
b. carried in your pocket.
c. stored in an open area.
d. carried with the point down.

ELECTRIC TOOLS AND EQUIPMENT

______ 10. Operate a given machine only when
a. your supervisor is out of the room.
b. told to do so by your supervisor.
c. you see others operating the same type of machine.
d. you want to.

_______ 11. If you do not thoroughly understand how to operate a machine you are assigned to use
a. ask questions.
b. do it carefully.
c. do nothing.
d. have a co-worker do it.

_______ 12. Before starting a machine, make sure
a. your supervisor is watching you.
b. the motor has been oiled.
c. all safety guards are operative and in place.
d. you are alone in the room.

_______ 13. Before using electrical tools and equipment, be sure
a. your hands and feet are dry.
b. no flammable vapors or gases are in the area.
c. the electric cord and plug are in good condition.
d. all of these.

_______ 14. Never leave a machine until
a. the switch is turned on.
b. it has completely stopped running.
c. you have cleaned it.
d. your supervisor is in the room.

_______ 15. When cleaning, oiling, adjusting, or repairing a machine
a. leave it running slowly so you will know when your task is successful.
b. make sure the power switch is locked in an "off" position and the machine is completely stopped.
c. rely on your experience with other machines to know how to do this job.
d. leave it running while you go get the appropriate tools and supplies.

LIFTING

_______ 16. If an object is heavy or awkward
a. get help to lift it.
b. show your strength by lifting it alone.
c. take a chance that you won't drop the load.
d. keep your knees straight as you bend to pick it up.

_______ 17. In preparing to lift an object
a. place your feet close to the load to be lifted, properly spaced for balance.
b. be sure your back is straight and as nearly vertical as possible.
c. bend your knees, squat, and grasp the object firmly.
d. all of these.

_______ 18. In raising the load, lift by
a. straightening your legs.
b. bending your back.
c. leaning to one side.
d. turning your head.

______ 19. To change directions while carrying an object,
- a. twist your trunk.
- b. change position on your feet.
- c. swing your arms.
- d. all of these.

LADDERS

______ 20. Before climbing a ladder, make sure it
- a. has secure footing.
- b. is extended to its full length.
- c. is as nearly straight up or vertical as possible.
- d. has wooden rungs.

______ 21. In climbing a ladder
- a. it's not necessary to use your hands.
- b. use both hands.
- c. hold onto the ladder with one hand.
- d. both hands are free to complete the task.

______ 22. When using a ladder
- a. reach only within safe limits.
- b. stand on the top rung of the ladder.
- c. move it as seldom as possible.
- d. face away from the ladder.

______ 23. Ladders with damaged rails, steps, or rungs should be
- a. used with care.
- b. used only in an emergency.
- c. fixed or discarded.
- d. all of these.

PESTICIDES

______ 24. Pesticides
- a. are intended to kill rodents, insects, and plants.
- b. are not dangerous to other life.
- c. cannot be absorbed through the skin.
- d. have short-term effects.

______ 25. When applying pesticides
- a. wear shorts and T-shirt because it is hot work.
- b. eat your lunch in the work area in order to complete the job quicker.
- c. report any dizziness or stomach sickness to supervisor.
- d. wear ordinary work clothes.

______ 26. If your clothes become soiled when applying pesticides
- a. continue to work until that job is finished, then change clothes.
- b. do not be concerned, the pesticide cannot harm you.
- c. shower and change to clean clothes immediately.
- d. have the clothes dry cleaned.

FLAMMABLE SUBSTANCES

______ 27. When using flammable substances
- a. control fire sources.
- b. ventilate fumes away.
- c. know where fire extinguishers are located.
- d. all of these.

______ 28. When storing flammables
- a. store in large clear glass containers.
- b. store in labeled cans.
- c. store oily rags and rubbish in open containers.
- d. all of these.

FIRE EXTINGUISHERS

______ 29. The type of fire extinguisher to use on grease, oil, gasoline, and paint fires is
- a. foam.
- b. soda-acid.
- c. pressurized water.
- d. vaporizing liquid.

______ 30. The type of fire extinguisher to use on live electrical fires is
- a. pressurized water.
- b. soda-acid.
- c. vaporizing liquid.
- d. gas cartridge.

FIRST AID

______ 31. All cuts, scratches, burns, or punctures
- a. can become infected.
- b. should be reported.
- c. should be treated immediately.
- d. all of these.

______ 32. If a foreign body becomes imbedded in your eye
- a. ask a co-worker to remove it immediately.
- b. report to your supervisor.
- c. rub across your eye from your nose to your temple.
- d. rub across your eye from your temple to your nose.

SCORE: Number right X 2 **YOUR SCORE**: __________

YOUR SAFETY PROFILE

All right = Safety Awareness
53-63 = Excellent
42-52 = Good
31-41 = Fair
Below 31 = Danger Area

A good score indicates a well-informed person, but the really topnotch safe worker is not only well-informed, but is also skilled and has good attitudes. The above quiz cannot show your skills and cannot predict your reactions and attitudes under actual working conditions. How do you think you would score under actual working conditions?

Remember—your enjoyment can be greater if you understand and make safety a part of your life. Through safety know-how, you can help reduce accidents on the job and at home.

On the Road—Safely

Safety in transportation might be thought of as part of your job. Accidents on the road to and from work can cost you injuries, time from your job, money for repairs, possible injury to others, and property damage. If you drive or ride to work or are involved with transportation on the job the following safety tips will be useful to you.

AS A RIDER

Give the driver a chance to get you to work safely. Do not distract the driver with unnecessary noise. Wear your seat belt.

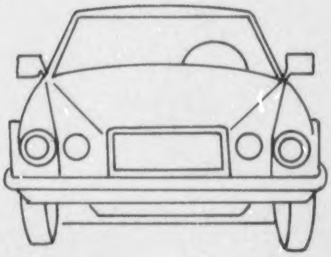
As a rider on a bus or van, take your seat promptly and stay in it until the vehicle arrives at its destination. Keep your voice low and your hands, arms, and feet inside.

Climb into or descend from the vehicle cautiously, especially during bad weather. Never jump onto or from a moving vehicle—a slip under turning wheels can be fatal. Horseplay is always out.

AS A DRIVER (CARS, BIKES, OR MOTORCYCLES)

Driving to work provides a daily opportunity to prove that you can handle responsibility. Follow the rules of the road, give your full attention to driving, obey speed limits, give signals for all turns, and drive only a safe vehicle (one with brakes, tires, and steering gear in good condition).

Defensive driving should be a part of everyone's driving skills. Defensive driving is recognizing potential hazards, watching the other driver, anticipating the other driver's movements, assuming the driver's move may be hazardous to you, and driving with extra caution.



Recognizing changing conditions as you drive is a part of defensive driving. It is important to see what is happening around you. To get an adequate view of the street or highway scan, in a few seconds, the surrounding area from left to right; use the mirrors, inside and out, to see the conditions behind your car; and take short glances over your shoulder to see into the blind spots left by mirrors. Changing street or highway conditions are often indicated by vibrations in the steering wheel or by jarring felt through seat cushions. Sirens and honking horns are usually indications of hazards. Be alert for road hazards such as pedestrians walking or jogging, animals, stationary objects in or near the road, bicycles, motorcycles, cars, and other vehicles. Other potential problem areas include intersections, driveways, merging traffic, and traffic flow restrictions such as narrowing roadways, bridges and construction work.

Bikers should use the same rules as motorists. Remember a pedestrian always has the right-of-way! If you drive others to work, remember, their lives are in your hands–it's a heavy responsibility. Showoff driving (jackrabbit starts, excessive speed, intentional skids) shows off one thing–your ignorance. Moreover, the results can be deadly! Is it worth it?

AS A DRIVER ON THE JOB

When driving is part of the job you have a special responsibility. Follow any special instructions from your supervisor. When operating a vehicle as part of a job you may be transporting people, materials, or both. All the rules of regular driving apply–courtesy, safe speed, safe loads. At work, the driving area may be small and there may be many people around. Hence, it is doubly important to be cautious when you move the vehicle, especially when backing up. Back up only when you know the way is clear; get someone to guide your backing, if possible. Never permit extra riders on the vehicle or load. Check with your supervisor if you have any questions on the safety or operation of the vehicle.

Keep your job objective–to safely earn a day's pay, so that you can return tomorrow without injury and earn more pay–clearly in mind. Then you'll see that transportation safety makes sense. The following activities will help you become more aware of safe transportation practices.

ACTIVITY D-23

DIRECTIONS: Examine your own feelings about the characteristics of a "good" driver by writing a short paragraph below expressing your feelings about one of the following sentences.

A "good" driver makes sure that emotions do not interfere with driving.
A "good" driver is responsible for seeing that passengers wear seat belts.

ACTIVITY D-24 **DIRECTIONS**: Complete the exercises below.

Under what circumstances might a person's driver's license be suspended or revoked?

What do you consider the top priority traffic safety needs of your community? Explain.

What is being done in your community to improve or promote safety for bicyclists in traffic?

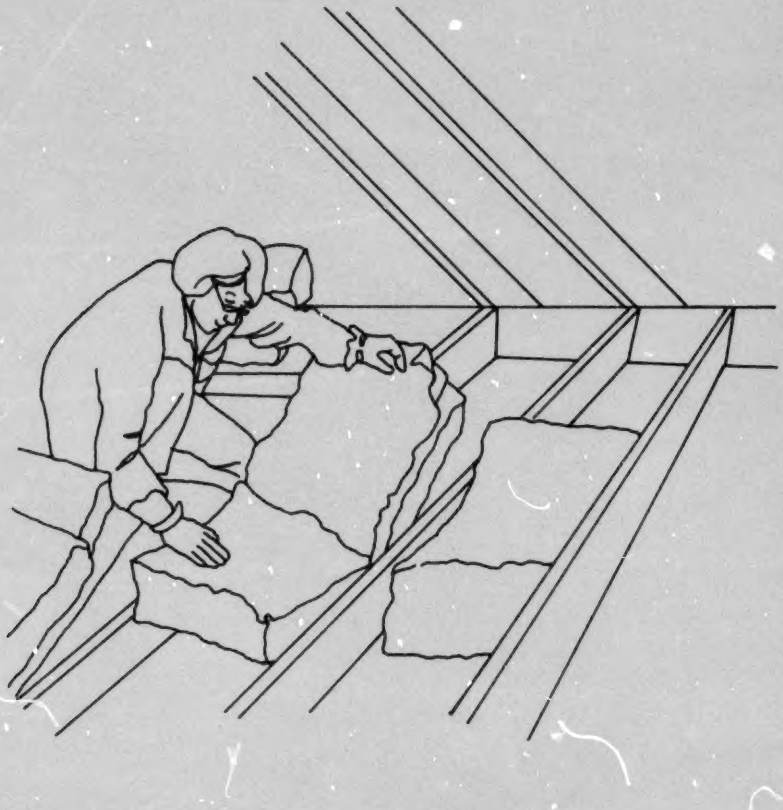
Discuss the problems that pedestrians present to drivers.

Describe a driving problem you have noticed in your community. (For example a blind intersection.) Discuss the defensive driving tactics you would use to overcome the problem.

Unit E Conserving Energy

COMPETENCY: *Choose energy conserving practices on the job.*

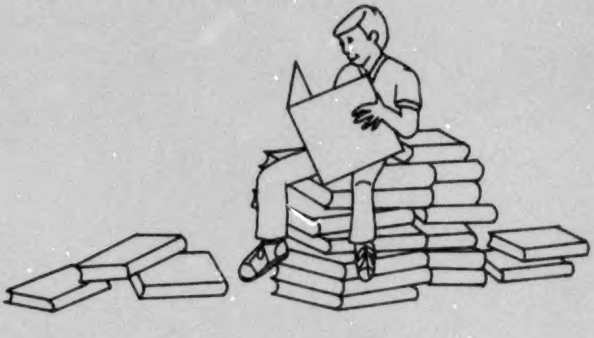
SUB-COMPETENCIES: *Describe the employee's responsibility to conserve energy on the job.*
Identify ways to conserve energy on the job.
Apply tips for dressing for an energy efficient work environment.
Utilize energy conserving methods when driving.



Energy conservation is the wise use of our natural resources. Energy conservation affects the future of our country as was pointed out by President Jimmy Carter in 1977. President Carter told citizens that the energy challenge will probably be the most serious domestic challenge America will face in our lifetime. He concluded, "By saving energy we can protect jobs, the environment, and the basic American standard of living, not only for ourselves, but also for our children and our grandchildren." Wasting energy can lead to shortages of energy; higher costs of electricity, natural gas, gasoline, and fuel oil; business failures; and job layoffs. Conserving energy results in an increase of jobs, more productivity, higher profits, and protected energy reserves.

ACTIVITY E-1

DIRECTIONS: Build your vocabulary for this unit by using a dictionary, textbook, or other reference to define the terms listed below as you first read them in the unit. For each term, write a brief definition in the space provided. As you read the unit, continue to build your vocabulary by listing and defining additional terms that are new to you.



Accelerator

Btu

Clo

Energy conservation

Kilowatts per hour

Radial tires

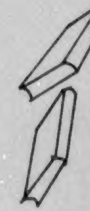
Tailgating

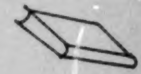
Thermal insulation

Thermostat

Wheel alignment

Additional terms

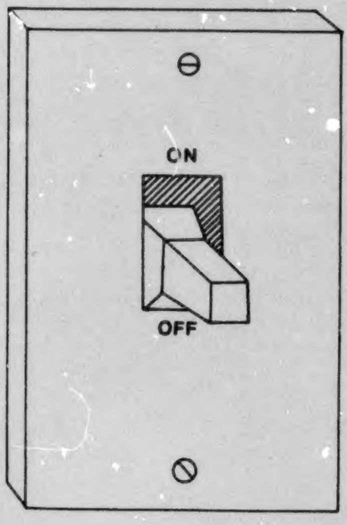




Conserve It

The conservation of energy is a concern of everyone. Businesses (including food service establishments, offices, stores, and factories) are concerned about energy conservation because it is essential to their financial success. Individual citizens are aware that they can save money through energy conservation. Employees should be aware of energy conserving practices that can be performed on the job.

Employees' attitudes about energy conservation will affect the efforts of a business to be energy efficient. Energy savings reduce the cost of business operations which allows for a reduction of the cost of goods/services produced. This, in turn, may provide a business greater financial ability to increase employee pay. Employees are responsible for about half of all energy that can be saved on the job. Study the list below for some energy conserving ideas the employee can use on the job.



- Participate in any energy-efficient program introduced at your place of employment.
- Keep up-to-date on energy-saving methods.
- Don't reset the thermostat when it has been set to conserve energy.
- Turn off lights when not in use, especially in closets, storage areas, restrooms, and unoccupied rooms.
- Use natural sunlight when possible instead of using lights and heaters.
- Keep doors and windows shut when building is being heated or cooled.
- Turn off water faucets when not in use.
- Use cold water instead of hot water when possible.
- Report leaky faucets to the proper authority.
- Avoid using energy-powered equipment any longer than necessary.
- Use the stairs rather than the elevator.
- Avoid wasting supplies such as paper and pencils.
- Bring a cup or mug to work and avoid using non-recyclable products such as styrofoam cups.

Complete the activities that follow. They will help you gain a better understanding of the employee's responsibility to conserve energy on the job.

ACTIVITY E-2 ☞

DIRECTIONS: Describe an energy-saving idea that may be implemented at a place of business. Choose an idea that is not on the list above. (For example: a food service employee should heat only the part of the griddle actually being used for cooking. Other sections of the griddle should be turned off during slow periods.) Write your description below.

ACTIVITY E-3

DIRECTIONS: Describe an energy-wasting problem in a business establishment that you have observed. Suggest a possible solution for the problem. (For example: steam rising from the steam table in a cafeteria food line. Situation can be corrected by keeping steam table at the lowest safe temperature, usually a minimum of 140° F.) Write your description below.

____

____

____

____

____

ACTIVITY E-4

DIRECTIONS: Read the following paragraph about one company's energy-saving program. Then complete the exercises below.

The A & A Book Company is concentrating on an energy-efficiency program. Employees have been encouraged to report their observations of energy waste and energy saving ideas to their supervisors. One of the employees has noticed a waste of energy in the department's mailroom. The lights in the mailroom burn eight hours every day. The mailroom is used about four hours each day for filling and shipping orders. As the room has its own light switch, the employee suggested the lights be turned off when the room is not in use. The mailroom has four incandescent lights. Each light uses 750 watts (.75 kilowatts per hour, or .75 kwh) of electricity. Electric power is costing $.045 per kilowatt hour based on August 1983 rates.

1. If the lights are on four hours instead of eight hours, what is the energy savings? (Show your math computations.)

   in kwh? ________________

   in dollars? ________________

2. Find out the current cost of electric power per kilowatt hour in your community. Write that figure below.

   ____

3. Using the cost per kwh recorded in No. 2, what would the current savings be for the A & A Book Company? (Show your math computations.)

   in kwh? ________________

   in dollars? ________________

Dress for the Thermostat

Today, the thermostats for heating and air conditioning units of most business establishments are set for maximum energy efficiency. The temperature may not always be comfortable to each individual. However, temperature comfort is necessary if a worker is to achieve optimum production. Individuals can control their own comfort by the clothing worn. Clothing prevents cold or hot air from moving over the body and it also provides thermal insulation.

Dressing wisely can help you retain natural heat in winter or reduce it in summer. The human body gives off heat, about 390 Btu's per hour for a man, 330 Btu's for a woman. (One Btu is the amount of heat required to raise the temperature of one pound of water one degree F.) For comfort in cooler indoor temperatures, use the best thermal insulation of all–warm clothing–to hold in body heat. For comfort in warmer indoor temperatures, choose clothing that will allow natural body heat to escape. The following tips will help you dress for the thermostat.

TIPS FOR DRESSING FOR COMFORT IN COOLER INDOOR TEMPERATURES

- Closely woven fabrics will add at least a half degree in warmth.
- Heavy underclothing, heavier outer clothing, sweaters, and "layers" provide warmth in cooler temperatures.
- A vest or sleeveless sweater will keep your back warm. You will feel warmer all over if your back is warm.
- Drawstring hems on tops, jackets, and coats can be pulled in tight in cooler temperatures to retain body warmth.
- Cuffs that hug the wrists make you feel warmer.
- Buttons, snaps, and toggles closely spaced trap warmth in, keep cool air out.
- High collars that hug your neck add warmth.
- Heavy shoes and socks, or boots, keep your feet warm.
- Quilting details that are not stitched through all layers trap air best.
- *For females:* Slacks are a least a degree warmer than skirts.
- *For males:* Long-sleeved shirts and a tie add warmth.
- *For males and females:* A light long-sleeved sweater equals almost 2 degrees in added warmth; a heavy long-sleeved sweater adds about 3.7 degrees; and two lightweight sweaters add about 5 degrees in warmth because the air between them serves as insulation to keep in more body heat.

TIPS FOR DRESSING FOR COMFORT IN WARMER INDOOR TEMPERATURES

- Natural fibers that absorb moisture and allow perspiration to evaporate from the skin are more comfortable in warm temperatures.
- Lightweight, open-weave fabrics will be more comfortable in warmer temperatures.
- Light colors which reflect the sun's rays give a cooling effect.
- Openings at neck, wrists, waist, and ankles should be large so that air can circulate and carry heat away as the body moves.

- Open, strap, or lightweight shoes are cooler than heavy shoes or boots.
- *For males:* Whenever possible, abandon T-shirts, wear short-sleeved shirts, and omit a tie to provide comfort in warm temperatures.
- *For females:* Skirts are cooler than slacks. Wearing short-sleeved or sleeveless blouses and omitting belts and jewelry will provide comfort in warm temperatures.

The thermal insulation value of clothing, referred to as *clo*, affects how comfortable people are in what they wear. How much insulation a garment provides depends on how well it traps air and allows it to hold warm body air near the skin. This is why quilted fabrics, with several layers of fabric and filling, are warmer than one layer of plain fabric. Layering a light sweater over a light shirt is also warmer than a heavy sweater worn alone. Another advantage of layering clothing is that layers can easily be removed during periods of activity and then placed back on the body during sedentary moments.

Dressing for an energy efficient work environment not only requires wise clothing selections but also requires the ability to recognize clothing care practices which waste or conserve energy. When selecting clothes consider the fabric and check the garment labels for fiber content and care instructions. The amount of energy needed to care for garments will vary. Garments selected may require dry cleaning, different water temperatures for washing or drying temperatures for drying, different washer and dryer cycles, hand laundry, drip-drying, ironing, no ironing, touch-up ironing, or pressing. Additional energy usage such as fuel needed for driving to dry cleaners or laundermats should also be considered in the energy cost when selecting clothes to conserve energy. The following activity will help you to determine if the clothing in your wardrobe is energy conserving or energy wasting.

ACTIVITY E-5

DIRECTIONS: Keep a record of the clothing you wore for the past 24 hours. Use the chart on the next page. Write the items of clothing in Column A. In Column B, summarize the care procedures for each item from information found on the garment label or hand tag. Place a check mark in the appropriate box in Column C to indicate whether the energy cost for that care procedure is low, medium, or high. (For example, hand washing in cold water would have a low energy cost; drying clothes in an electric dryer would have a high energy cost, especially when compared to hanging the clothes to dry. Dry cleaning (including driving expense) would have a high energy cost.) Then answer the questions below the chart.

A	B	C		
ITEM OF CLOTHING	CARE PROCEDURE	ENERGY COST		
		LOW	MEDIUM	HIGH

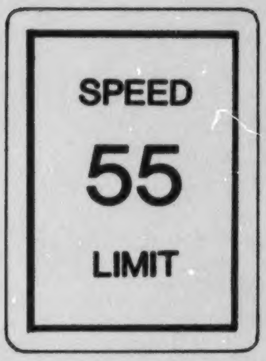
How might you alter your wardrobe to eliminate energy wasting care procedures?

When selecting clothing in the future, which care procedures will you most likely look for and why?

On the Road Again–Conserving Energy

Employees who drive to work or who drive as part of their jobs should be concerned about conserving energy. According to the United States Department of Energy, about one-third of all private automobile mileage is for commuting to and from work.[1] All drivers can improve their energy conservation efforts on the road by observing the following suggestions.

- *Use public transportation, a motorcycle, a moped, or a bicycle, or walk to work.* Remember bicycling or walking not only uses less energy and saves money, but keeps you in shape at the same time.
- *Share your ride.* Join a carpool or a vanpool. Vanpooling is being tried in a few major cities. During peak hours, certain lanes of traffic are reserved for commuters traveling in a carpool or vanpool. Vanpooling and carpooling are less difficult to arrange if your place of employment provides a system of matching riders and locations.
- *Determine if you are driving the most economical route.* Keep a miles-per-gallon record and check out alternative routes for mileage efficiency.
- *Accelerate smoothly and moderately.* Achieve your desired speed and then keep a steady pressure on the accelerator, just enough to maintain speed.
- *Drive at a steady pace.* Avoid stop-and-go traffic. Avoid weaving in and out of traffic; this wastes fuel and can cause needless accidents. Frequently check the traffic situation well ahead of you. Adjust your driving to avoid unnecessary, wasteful accelerations and decelerations. If your car has a cruise control, use it when appropriate.



- *Observe the 55 mph speed limit on the highway.* Most automobiles get about 20 percent more miles per gallon on the highway at 55 mph than they do at 70 mph. Observe all posted speed limits.
- *Minimize braking.* Anticipate speed changes. Take your foot off the accelerator as soon as you see a red light or slowed traffic ahead. Avoid tailgating (driving too close to the car in front of you) because you will be alternately pumping gas and braking as you respond to the other driver's perception of the road. Tailgating can be dangerous and may be costly.
- *Don't let the motor idle for more than a minute.* Turn off the engine. It takes less gasoline to restart the car than it takes to let it idle. Generally there is no need to press the accelerator down to restart the engine.

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[1] "Tips for Energy Savers." 1979. U.S. Department of Energy, U.S. Government Printing Office, Washington, D.C. p. 25.

- *Keep the car in top shape.* Have the car tuned as needed. Regular tune-ups extend engine life and improve performance. A poorly tuned car could use as much as 3 to 9 percent more gasoline than a tuned one. The tune-up will pay for itself in gasoline savings and car reliability.

- *Check tire pressure regularly.* Tire pressure can be checked with a small pressure gauge you can buy or with the reading on a gas station air pump. Refer to the car owner's manual for the air pressure that should be maintained in the tires. You can lose about 2 percent in fuel economy for every pound of pressure under the recommended pounds per-square-inch. Consider using radial tires. They can mean from 3 to 5 percent improvement in gas mileage in the city, 7 percent on the highway, and 10 percent at 55 mph after the tires are warmed up for 20 minutes. And they last longer, too. Never mix radials with conventional tires.

- *Change oil and oil filters every 3,000 to 6,000 miles* (according to the owner's manual for a particular car model). A dirty engine wastes gasoline. Use the gasoline octane and oil grade recommended for your car. If you change the oil yourself, take the used oil to your service station for recycling.

- *Check the wheel alignment of your car.* Improper wheel alignment cuts down on power, gas mileage, and tire mileage.

- *Don't overfill the gas tank.* Remove the nozzle or ask the gas station attendant to remove it when the automatic valve closes. This will eliminate any chance of spillage.

- *Park the car in the shade in hot weather when possible so the air conditioner doesn't have to work so hard.* When weather permits, drive with the windows open. In cold weather park the car in the sun, when possible, so the heater doesn't have to work so hard.

Conserving energy on the road is the responsibility of employees driving to and from work or driving as part of their job. The following activities stress the importance of conserving energy while driving.

ACTIVITY E-6 ☞

DIRECTIONS: Take a look at your own driving habits by keeping the following checklist for five trips you take by automobile. For each trip, check in the appropriate column whether you (or the driver) observed or did not observe the driving tip for the entire trip. Then answer the questions below the checklist.

CHECK YOUR DRIVING HABITS										
	Trip 1		Trip 2		Trip 3		Trip 4		Trip 5	
Driving Tips	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Drove the shortest most economical route										
Drove at a steady pace										
Avoided weaving in and out of traffic										
Accelerated smoothly and moderately										
Observed 55 mph speed limit on highway and all posted speed limits										
Minimized braking										
Didn't overfill the gas tank										
Used air conditioner or heater only when needed										
Car was in top shape:										
Car was tuned recently										
Tire pressure was checked recently										
Oil and oil filters were changed recently										
Wheel alignment was checked recently										
Gas tank neither too full nor near empty										

At the end of five trips, study the checklist of your own (or the driver's) driving habits in relation to conserving energy. In what areas of driving is the most improvement needed?

Which energy-saving driving tips were you (or the driver) most successful in observing?

Explain how you (or the driver) can become more energy efficient when driving.

ACTIVITY E-7

DIRECTIONS: Do the following exercise to review the tips for conserving energy when driving a car to work or when driving a car as part of a job. Begin by completing each of the sentences on the next page by filling in the missing word(s). Then write the word(s) in the spiral puzzle. The number of the sentence corresponds to a number in the puzzle. Beside each sentence, circle YES or NO, depending on whether or not you practice the conservation measure when driving.

YES NO 1. Use ________ ________________ or walk to work, if possible.

YES NO 2. Change the oil and oil ________ as suggested by the owner's manual of your car.

YES NO 3. ______ to work or ride a bicycle, motorcycle, or moped.

YES NO 4. Check the ________ ____________ of your car.

YES NO 5. Share ________ with other workers by carpooling or vanpooling.

YES NO 6. Check tire __________ regularly.

YES NO 7. Drive the shortest, most ____________ route.

YES NO 8. Have the car ________ as needed.

YES NO 9. Drive at a ________ pace.

YES NO 10. Don't let the motor ______ for more than a minute.

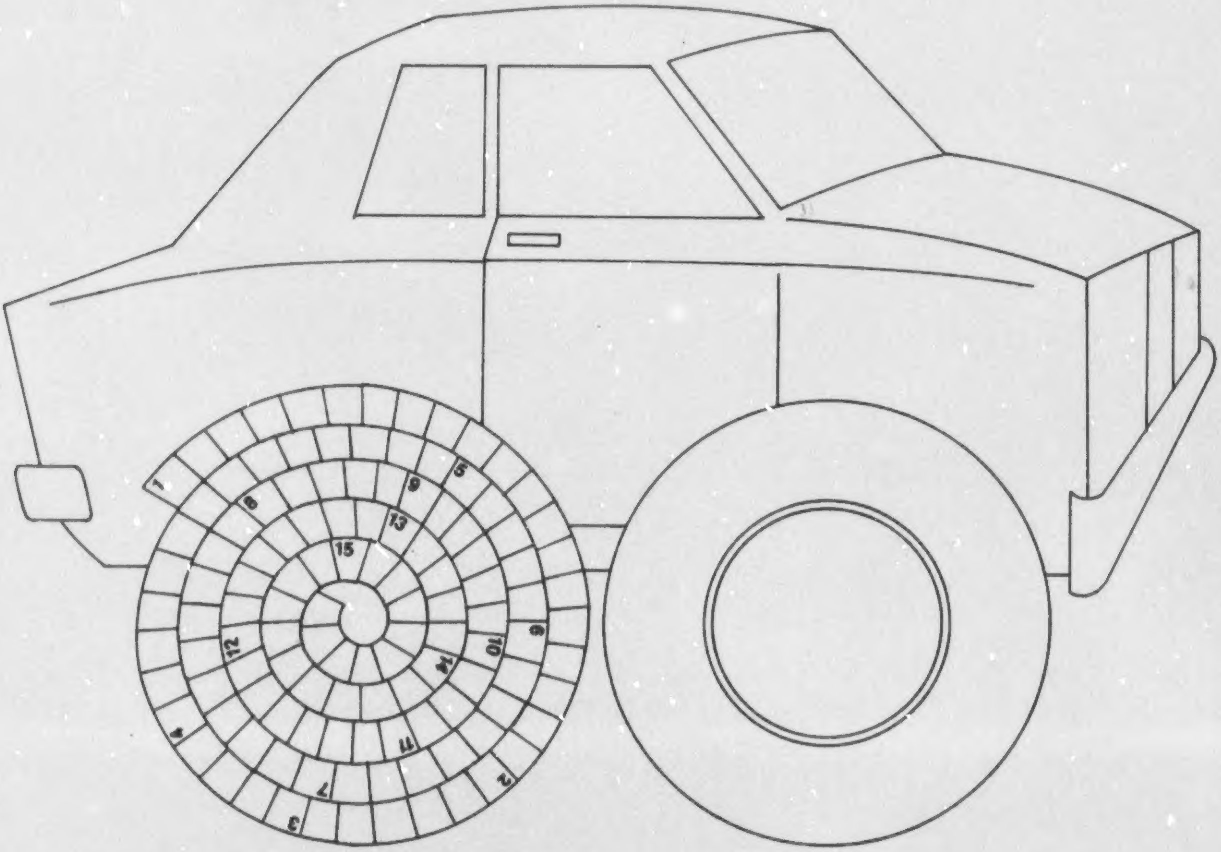
YES NO 11. Avoid __________ in and out of traffic.

YES NO 12. Don't ____________ the gas tank.

YES NO 13. Observe the 55 mph ________ limit on the highway.

YES NO 14. Avoid ______________ the car in front of you.

YES NO 15. ______________ smoothly and moderately.



Unit F Moving Up

COMPETENCY:	***Maintain acceptable job performance.***
SUB-COMPETENCIES:	***Work cooperatively with fellow workers, supervisors, and management.*** ***Follow policies, rules, and regulations of the job.*** ***Demonstrate ability to handle stress in a positive manner.*** ***Follow instructions in completing job tasks.***

Job success—what is it and how do you get it? Many factors go into succeeding on the job—or moving up the ladder of success. One of the major considerations is working cooperatively with the other people at your place of employment. Getting along with others is important in all aspects of life, but it is especially important at work. By working as a team member you can influence your co-workers with your positive attitude. A positive attitude can also help you handle job stress effectively. This unit is designed to help you excel in your job and keep you moving toward job success.

ACTIVITY F-1

DIRECTIONS: Build your vocabulary for this unit by using a dictionary, textbook, or other reference to define the terms listed below as you first read them in the unit. For each term, write a brief definition in the space provided. As you read the unit, continue to build your vocabulary by listing and defining additional terms that are new to you.

Aggressive

Dismissal

Flexible

Initiative

Loyalty

Productive

Reliable

Work ethics

Additional terms

Go Team!

On the job you are a member of a team. Just as a quarterback relies on all the other team members to help score a touchdown, the cooperation of your fellow employees is vital to your own job success and satisfaction. Don't expect the rest of the group to adjust to you. They got along fine before you came. It is up to you to become one of them, to win their friendship and their respect.

Develop guidelines to help you avoid conflicts and have better relationships with others. Consider the following guidelines:

- *Get along with other employees.* Your ability to relate with others is a key factor to your own job success and satisfaction. A friendly, sincere manner, a willingness to do your share of the work, and respect for the knowledge and skills of more experienced employees contribute to good relationships. By showing honest concern for others while developing your own job skills you will become a functioning and productive member of the team.

- *Encourage people to work together cooperatively.* Create a harmonious environment around yourself. Encourage people to work calmly and happily at their jobs in order to benefit the entire company. Understanding basic human needs should help you deal effectively with individual personalities.

- *Be loyal to your employer.* Help your employer produce the best product and service possible, even though you may feel your role is insignificant. Observe the rules and policies of the business. Follow directions and accept suggestions and criticisms intended to improve your job performance.

- *Be flexible.* The ability to change your activity or line of thought quickly is part of being flexible. Your job deserves your undivided attention and your best efforts but emergencies may occur which disrupt the usual work schedule. You may be asked to do some extra task or help another employee with his or her job. Accept your new assignment without hesitation and do the best job possible in your temporary assignment.

- *Recognize and try to control your own feelings.* Don't make hasty judgments of other workers. Don't let personal problems interfere with your work. If you have complaints, take them to the appropriate person without disrupting the work environment.

In addition to the above guidelines, the following "Short Course in Human Relations" by Southwestern Bell Telephone Company should prove useful in helping you be a team member on the job. The activities which follow the "Short Course" will also help you.

SHORT COURSE ON HUMAN RELATIONS

The six most important words:
"I admit I made a mistake."

The five most important words:
"You did a good job."

The four most important words:
"What is your opinion?"

The three most important words:
"If you please."

The two most important words:
"Thank you."

The one most important word:
"We"

ACTIVITY F-2 ☞

DIRECTIONS: Complete the following exercises. Write your responses in the space provided.

Explain the statement: "People work better when they feel they *belong* to a group."

____

____

____

____

____

Define "cooperation" in your own words.

____

____

____

____

List three basic qualities you will need as you work toward becoming a cooperative team member for your place of employment.

1. ______________________________
   ____
2. ______________________________
   ____
3. ______________________________
   ____

ACTIVITY F-3 **DIRECTIONS**: Complete the following exercises.

1. Rate *your* personality by placing a check mark after a number on each line below. Use a red pen or pencil.
2. Rate a classmate (not a close friend) in the same manner below. Use a black pen or pencil.

Positive 5 ____ 4 ____ 3 ____ 2 ____ 1 ____ Negative
Cheerful 5 ____ 4 ____ 3 ____ 2 ____ 1 ____ Glum
Optimistic 5 ____ 4 ____ 3 ____ 2 ____ 1 ____ Pessimistic
Aggressive 5 ____ 4 ____ 3 ____ 2 ____ 1 ____ Passive
Calm 5 ____ 4 ____ 3 ____ 2 ____ 1 ____ Nervous
Considerate 5 ____ 4 ____ 3 ____ 2 ____ 1 ____ Thoughtless
Team-centered 5 ____ 4 ____ 3 ____ 2 ____ 1 ____ Self-centered

3. In the space below, describe any problems you might have cooperating with this person on the job or the person might have cooperating with you. How might the problems be handled?

ACTIVITY F-4 **DIRECTIONS**: Read the questions below very carefully. Circle YES or NO for each question. Directions for scoring your answers follow the questions.

HOW DO YOU RATE AS A MEMBER OF THE TEAM?

YES NO 1. Do you realize that it is your duty to try to get along with your boss?
YES NO 2. Do you realize that your boss is human?
YES NO 3. Are you willing to make a few allowances for his or her manner?
YES NO 4. Do you avoid holding a grudge against your boss when he or she is occasionally cross or unreasonable?
YES NO 5. Are you dressed appropriately for your job?
YES NO 6. Do you come to work on time and make good use of your work time?
YES NO 7. Do you have a positive attitude?
YES NO 8. Do you ask intelligent questions?
YES NO 9. Are you attentive?

YES NO 10. Are you loyal to your employer?

YES NO 11. Do you have a friendly, sincere manner?

YES NO 12. Are you willing to help your co-workers?

YES NO 13. Do you avoid showing signs of annoyance at slight provocations?

YES NO 14. Have you tried to develop the skill of getting people to work together?

YES NO 15. Do you avoid bearing grudges against your co-workers?

YES NO 16. Are you willing to give the other person the benefit of the doubt?

YES NO 17. Do you talk about the good qualities of your co-workers rather than the bad?

YES NO 18. Are you considerate of those around you?

YES NO 19. Do you take yourself, your co-workers, and your work seriously?

YES NO 20. Are you willing to observe the rules and policies of the business?

YES NO 21. Do you follow directions?

YES NO 22. Do you accept suggestions and criticisms gracefully?

YES NO 23. Do you have an open mind?

YES NO 24. Are you willing to do your share of the work?

YES NO 25. Are you flexible?

YES NO 26. Are you genuinely interested in your job?

YES NO 27. Do you avoid conflicts when possible?

YES NO 28. Do you treat others courteously?

YES NO 29. Do you give recognition to others?

YES NO 30. Do you treat everyone fairly?

YES NO 31. Do you expect everyone to treat you with fairness and respect?

YES NO 32. Do you consider the feelings of other workers?

YES NO 33. Do you recognize and try to control your own feelings?

YES NO 34. Do you avoid making hasty judgments of other workers?

YES NO 35. Do you show appreciation of others?

Give yourself two points for every YES answer you marked. Look at the scoreboard below and see where you fall on the point scale. How *do* you rate as a member of the team?

SCOREBOARD	
YES 2	NO 0
70-60 points	TOUCHDOWN!
60-40 points	Starting Line
40-20 points	Team Player
Below 20 points	Bench Warmer

ACTIVITY F-5 **DIRECTIONS**: Complete the following exercises.

Review the items that you answered NO in Activity F-4. Analyze how your actions or attitude might have contributed to conflicts and poor relationships with others. Write a plan of action for improving the areas indicated by your NO answers.

Review the items that you answered YES in Activity F-4. Relate these items to your relationships with family and friends. Discuss how your attitude and actions have helped you avoid conflicts and have influenced good relationships with others.

Give examples of when your attitude or actions on the job or in the pre-employment laboratory have demonstrated the guidelines for avoiding conflicts and having better relationships with others. Write your answer in the space provided following each guideline.

Get along with other employees.

Encourage people to work together cooperatively.

Be loyal to your employer.

Be flexible.

Recognize and try to control your feelings.

Spread It Around

One of the most contagious things going around at your place of employment is your attitude. Your actions are directed by your attitude, and the way you act affects those around you. Your attitude is your outlook in life—the way you think, feel, and act. It can be positive or negative. It is up to you to decide which you are going to develop.

A positive attitude will be your greatest asset on the job. It will determine how well you are accepted by others. It will show how you feel about your job and your co-workers. You need to be positive about the work you are doing and the firm or company for whom you work. Always wear a smile—even when you don't feel like smiling! It will make you feel better and seem more pleasant to those around you. Accompany your smile with a kind, pleasant remark. Compliments can really help to spread your positive attitude to others. Remember to accent the positive every chance you get—change negative statements to positive ones and change negative problems into positive situations.

Enthusiasm is the key to developing a positive attitude. Be enthusiastic about your work and show a willingness to learn. A positive attitude will help you get along with those around you and see things from their point of view. A person with a positive attitude seldom complains or criticizes others but respects their ideas and opinions. So, remember to be cheerful and enthusiastic and spread cheer and enthusiasm around! The following activites will help you.

ACTIVITY F-6

DIRECTIONS: Practice being enthusiastic until enthusiasm becomes a fixed part of your personality. Act and look enthusiastic no matter how you feel. Stand up straight; smile at everybody; look like the world is yours. Make a list of all the positive statements you make in the next hour. Write your statements below.

ACTIVITY F-7

DIRECTIONS: Casually compliment five of your co-workers or classmates. Keep your words and tone casual but make the statements sincere. Record their responses below.

1.
2.
3.
4.
5.

ACTIVITY F-8

DIRECTIONS: Complete the exercises below.

Write five negative statements you have made today.

1.
2.
3.
4.
5.

Now write a positive statement you could have substituted for each negative statement you wrote above.

1.
2.
3.
4.
5.

Discuss how a person with a negative attitude or a person in a bad mood can affect the behavior of others.

Handling Stress on the Job

Your life will never be completely free from stress, or even distress. Stress is part of everyday life. Stress can be good or bad depending upon how you cope with it. Stress can motivate you to get things done at home or on the job. However, too much stress or stress that lasts too long causes distress. Distress is bad stress because it gives you more stress than you can handle. It is important to learn to handle job stress in a positive way. The following exercises and activities can help you.

THINK AWAY STRESS[1]

TENSE-RELAX

This exercise is good if you can't sleep at night. Begin by making a tight fist. Hold the fist tight for five seconds, while letting the other muscles of your body remain relaxed. Relax by letting go all at once. Use the same procedures of tensing and relaxing through the rest of your body (forehead, eyes, tongue, jaw, neck, chest, forearms, abdomen, thighs, calves, feet). After completing the exercise, take a deep breath, hold it for the count of four, and release it slowly. Finish the exercise by stretching fully.

COOL AIR IN–WARM AIR OUT

This exercise is to help you with headaches.

1. Close your eyes, and while relaxing quietly, picture the end of your nose.
2. As you breathe in, feel the air coming in the tip of your nose. As you breathe out, feel the air coming out the tip of your nose. (Notice that the air coming in is cooler than the air going out.)
3. Picture in your mind the cool air coming in and the warm air going out.
4. If other thoughts come into your mind, just picture the tip of your nose again.

FAVORITE SCENE, PLACE, OR PERSON

This exercise will help you control anger. When you feel yourself losing your temper, sit quietly and recall the most relaxing thought you can–a favorite place, a person who makes you feel good, or some relaxing scene. Let these good feelings take over your whole mind. If other thoughts come into your mind, just picture that favorite place, scene, or person.

FOCUS ON A WORD

A good technique to help you stop worrying is to pick some word or phrase that makes you feel relaxed, comfortable, or peaceful. An example might be "cool," "peaceful," or "I am relaxed." If your mind wanders to more stressful thoughts, just picture that word or thought in your mind.

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HEAVINESS AND WARMTH
If you bite your fingernails, or your hands and feet are constantly cold, or stomach aches are a problem, try this: Imagine that your feet and legs are getting heavier and heavier. Imagine that you are wearing lead boots. Now, imagine your stomach and the whole central part of your body getting warm and relaxed. Your forehead is cool and relaxed; you're breathing easy. Just feel the warmth and heaviness spread all over your body.

ACTIVITY F-9 ☞

DIRECTIONS: Complete the following exercises to gain a better understanding of stress.

Stress does not always affect individuals in the same way. Describe a situation when you were under a lot of stress, and a friend in the same situation wasn't bothered at all.

Describe a situation when a friend was under a lot of stress and you were not bothered at all.

Stress increases when an individual experiences negative emotions. For example, anger stress may occur when a supervisor asks for input from an employee, and the employee discovers the supervisor had already made a decision. Negative stress may also surface when a supervisor displays favoritism and stretches policy rules for another employee. The following activity will help you recognize stress situations in your life.

ACTIVITY F-10 ☞

DIRECTIONS: Complete the following sentences with words which describe stress situations which caused you to feel the negative emotions stated.

1. ____________________ makes me feel annoyed.
2. ____________________ makes me feel confused.
3. ____________________ makes me feel fed up.
4. ____________________ makes me feel nervous.
5. ____________________ makes me feel frustrated.

All jobs produce stress. All workers experience personal stress as well as job stress. As the demands on a person increase, the need for an effective method of relaxing to gain inner calm and stability becomes more important. The following physical exercises can help you reduce stress. In the activity to follow you will describe your method for coping with stress.

PHYSICAL EXERCISES TO HELP REDUCE STRESS[2]

HEAD ROLL
Place your chin against your chest. Roll your head to the right, placing your right ear on your shoulder. Circle head back and around until your left ear touches your left shoulder. Return to starting position. Reverse order.

HEAD LIFT
Wrap hands around your neck so that the tips of your fingers meet in back. Raise up and forward as if you were trying to remove your head from your shoulders. Move your head from left to right while continuing to raise your hands on your neck.

BACK STRETCH
Lie on the floor on your back. Push your back flat into floor. Relax, breathe deeply in and out. Continue to relax and breathe deeply.

SITTING-IN-A-CHAIR DANGLE
Sit with arms limp at your sides. Breathe in and out slowly while lowering your head. Bend over until your head is between your knees. Tighten your abdominal muscles as you finish your bending over. Breathe slowly while your body moves upward so that your hips become straight first, followed by the back, neck, shoulders, and finally the head.

THE DANGLE
Stop whatever you are doing and get in a standing position. With your legs apart, bend forward at the waist. Loosen hands and arms by shaking them. Sway from left to right as your head hangs. Gradually stand up.

ACTIVITY F-11

DIRECTIONS: Write a paragraph describing your method for coping with stress. Describe both the action you take to reduce stress and why this is effective for you.

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Proud as a Peacock!

Your employer looks for certain qualities in an employee and will likely use these qualities as a basis for your job evaluation. It is vital that you feel that your work and your performance at work are important. The following qualities are important to your success as an employee: responsibility, dependability and reliability, positive attitude, initiative, and ability. A discussion of each of these qualities follows. The discussion of each quality is followed by a related activity.

RESPONSIBILITY

Be responsible for your work tasks and other tasks related to your employment. Learn to accept responsibility for yourself and your actions. Don't develop the habit of putting responsibility on someone or something else.

ACTIVITY F-12 ☞

DIRECTIONS: Responsibilities change with the stages of your life. In each stage the responsibilities are different than before. List the responsibilities you have had or now have during the stages of life listed below. (Example: For Stage 1, a responsibility might be supervised household chores or the care of a pet.)

Stage 1 (Ages 5-10)

Stage 2 (Ages 10-15)

Stage 3 (Ages 15-25)

Study the responsibilities you have listed at each stage of life. Do you feel your freedoms changed along with your changing responsibilities?

Discuss how the handling of responsibilities relates to maturity.

DEPENDABILITY AND RELIABILITY

Being dependable and reliable means the employer can count on you to do your job. Dependability includes two specific qualities: attendance and punctuality. Many people depend upon your services at work and you are needed every day that you are scheduled to work. Most business establishments divide their work loads so that every employee should report to work for the operation to run smoothly. An excessive number of absences is cause for dismissal. Unexcused absences can result in immediate dismissal.

Dependability also includes a general quality–reliability. If you are reliable, an employer will know the following:

- You will be on the job every day, on time.
- You will finish your work on schedule.
- You will learn as much as possible about your job.
- You will follow company rules.
- You will accept responsibilities.

ACTIVITY F-13

DIRECTIONS: Answer the following questions regarding dependability and reliability on the job.

How do you think an employer would handle the situation if you:

Were continually late?

Failed to call in when absent from work?

Broke an important company rule?

Frequently did not finish work on schedule?

POSITIVE ATTITUDE

A positive attitude will help relations with your employer and your co-workers. Be open-minded to new ideas and changes, when appropriate. If you have negative attitudes, try changing them to positive attitudes. For example, if you seldom smile, try smiling a little more. You will be pleasantly surprised by the effect it has on others.

ACTIVITY F-14 ☞

DIRECTIONS: Complete the exercises below about attitudes.

Think of someone you know who has a positive attitude about his or her job. Without giving the person's name tell what this person says and/or does that reflects a positive job attitude.

Now think of someone you know who has a negative attitude about his or her job. Without giving the person's name, tell what this person says and/or does that reflects this negative job attitude.

Think about how you feel about the two people you described above. Which person do you think is more successful on the job? Would you want to employ them? Why? Write a short paragraph summarizing your feelings below.

INITIATIVE

Be willing to do more than the minimum required. Do your share of the work and then some. In time, you will benefit because people will remember you for your contribution. This will help relations with your co-workers and your employer. The more effort made on your part as an employee, the more likely you will be considered for advancement.

Your advancement toward a possible promotion begins on the first day of your job. Several factors will influence your growth as an employee. Some of these factors include:

- Doing a good job.
- Making yourself available for extra tasks.
- Accepting greater responsibilities.
- Experience on the job.

ACTIVITY F-15 ☞

DIRECTIONS: List five ways you might show initiative on your job or on a job you are interested in.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

ABILITY

Having interest in your job is not enough for job success. You must also have the ability and/or skill to perform your job, the ability to make decisions, and the ability to manage effectively.

Some jobs require more ability and skill than others. Know your abilities and skills and put them to practice at your work. Also be willing to improve your skills and abilities. Many employers offer on-the-job training. As you increase your skills and abilities, you also increase your opportunity for job advancement.

Decision making and management abilities will also influence your success as an employee. Decisions directly related to your job should result in a positive outcome.

The ability to manage time is also an important factor relating to your job success. Make wise use of your time while you are working no matter what job you have. The following activity will help you think about the abilities needed for various jobs. Think about decision making and time management abilities as well as job skills as you do this activity.

ACTIVITY F-16

DIRECTIONS: List an ability or skill necessary to perform each job below.

Chef ____________________

Consumer and Homemaking teacher ____________________

Architect ____________________

Dining room attendant ____________________

Child caregiver ____________________

Interior decorator ____________________

Home Economics Cooperative Education (H.E.C.E.) teacher ____________________

Fashion designer ____________________

Florist ____________________

Custom clothing sewer ____________________

Nutritionist ____________________

Alteration tailor ____________________

Work Ethics

Employers may also consider other qualities in their evaluation of you as an employee. These are likely to include: following company policies, rules, regulations, and work ethics.

Each company policy, rule, and regulation has a purpose. The overall purpose is to develop and maintain a productive and competitive company. As an employee, you should become familiar with your company's policies, rules, and regulations and apply them to your work.

A good employee will evaluate his or her own work ethics. Work ethics are moral principles or values applied at work. You should decide for yourself what your work ethics are; of course, your employer will have some influence on these ethics. Some ethical concerns might be: absenteeism, tardiness, smoking and eating on the job, use of controlled substances on the job, misuse of work time, use of abusive language, and adherence to a dress code. Factors that could influence your work ethics are: dependability and reliability; appearance; health; cooperation and courtesy; initiative and accuracy; self-control; communication skills; work habits; and your attitude toward your employer, your coworkers, and your job. The following activities will help you analyze your work ethics.

ACTIVITY F-17

DIRECTIONS: Read the following situations. Then, for each situation, describe what you think the real problem is and how you think the behavior would affect the employee's job success.

Jane grabbed the clothes she had left in a pile the night before and put them on. She worked behind a cafeteria line, carrying food from the kitchen to the serving line, and felt that it didn't matter what she wore. She hurried out of the house without brushing her hair because she was running late. She arrived at work on time and worked hard.

Gregg was very excited about being hired as a stock clerk for a large restaurant. The first week of work Gregg was always on time and worked hard at his new job. The second week Gregg was absent from work for two full days. The first day he was absent Gregg called his manager but the second day he forgot to call. Gregg also missed two days of work during the third week and did not bother to call his manager.

Carol works part-time as a dietary aide at the local hospital. One staff policy of the hospital states that employees get a 15 minute break for every 4 hours of work. Carol works four hours each evening after school. The last three days of work Carol has taken 30 minutes for her break.

ACTIVITY F-18

DIRECTIONS: Read each question below and circle the proper answer for you. This will help you evaluate your ideas and personal priorities concerning your place in the working world.

YES NO 1. Do you think pay is the most important aspect of a job?
YES NO 2. Would you be loyal to your employer?
YES NO 3. Is the location of the job important to you?
YES NO 4. Have you learned good work habits while in school?
YES NO 5. Do you want work that will give you a challenge?
YES NO 6. Do you think your self concept will be influenced by your job?
YES NO 7. Would you work even if you did not need the money?
YES NO 8. Do you want to feel your work will make a difference to the world?
YES NO 9. Are you willing to cooperate with your co-workers?
YES NO 10. Would you like a job where you could advance to a supervisor's position?

YES NO 11. Do you want to be respected at work?

YES NO 12. Do you want to learn new skills at work?

YES NO 13. Do you want a steady job?

YES NO 14. Do you want to meet new people and make new friends at work?

YES NO 15. Is it important for you to have the freedom to use your own ideas?

YES NO 16. Would you like a job with lots of action?

YES NO 17. Do you want a job where you are sure you can do well?

YES NO 18. Do you keep yourself physically fit?

YES NO 19. Are you willing to do a day's work for a day's pay?

YES NO 20. Are safe working conditions important to you?

YES NO 21. Would you ask questions when you need help?

YES NO 22. Are you willing to look for a better way to do a job?

YES NO 23. Do you avoid wasting time and money?

YES NO 24. Do you believe in teamwork?

YES NO 25. Do you enjoy knowing you have done a good job?

What do your answers say about your personal priorities? (Personal priorities are discussed in Unit A.)

____

____

____

What do your answers tell you about your work ethics? (Work ethics are discussed on page 145.)

____

____

____

ACTIVITY F-19 ☞

DIRECTIONS: On the form provided, write a "Code of Ethics" which would apply to your present job or a possible future job. Include five company rules and regulations, five common courtesy practices, and five priorities from your personal priority system.

FOR EXAMPLE:
Job: Clothing Store Clerk
Rule/ Regulation: Do not take clothing from the store that is not tagged with a receipt.
Common Courtesy Practice: Be courteous while helping people select clothing.
Personal Priority System: Be neatly dressed when working and dealing with people.

Code of Ethics

ACTIVITY F-20

DIRECTIONS: The object of this game is to get to the finish line. Start in the first square and read the statement there. If that statement is true about you, follow the direction under the statement. If the statement is not true about you, analyze your actions and write a plan for improving the situation. Write your plan in the space provided. Then move to the next space. Example: If the statement in the first frame is not true for you, your plan might read, "Leave the house 15 minutes earlier."

Start				
You are on the job every day on time. (Move ahead one space.) **1**		**12**		You do more than your share of the work. (Move ahead one space.) **13**
2		You accept responsibility for your work tasks. (Move ahead one space.) **11**		**14**
You miss work only when *absolutely* necessary. (Move ahead one space.) **3**		**10**		You take pride in the work you do. (Move ahead one space.) **15**
4		You finish your work on schedule. (Move ahead one space.) **9**		**16**
You learn as much as possible about your job. (Move ahead one space.) **5**		**8**		You put forth a sincere effort to learn and improve. (Move ahead one space.) **17**
6		You follow company rules. (Move ahead one space.) **7**		**18**
				You Win!

You can expect to be evaluated by your employer at regular time intervals. If you continuously evaluate your own job performance you should know where you will stand on your employer's evaluations. Also, you should know in what areas you need to improve and begin to work on these. If you do these things you should be extremely proud of your work. You can take pride in the fact that you are doing the best job you can do. You may already be moving up!

Unit G Sharing in the American Free Enterprise System

COMPETENCY:	***Recognize the role of the employee in the American economy.***
SUB-COMPETENCIES:	***Identify participants in the American free enterprise system.*** ***Compare various economic and political systems.*** ***Recognize influences of economic trends on individuals.***

Economics is involved in our daily lives. Basic economic concepts affect decisions made by consumers, producers, and governments. These important decisions will help determine how well our American free enterprise system meets our needs, now and in the future.

ACTIVITY G-1

DIRECTIONS: Build your vocabulary for this unit by using a dictionary, textbook, or other reference to define the terms listed below as you first read them in the unit. For each term, write a brief definition in the space provided. As you read the unit, continue to build your vocabulary by listing and defining additional terms that are new to you.

Authoritarian

Capitalism

Communism

Economic system

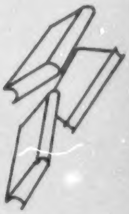
Economics

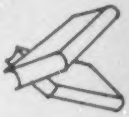
Enterpreneur

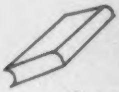
Free enterprise system

Socialism

Additional terms







Our Economic System

Although the subject of "economics" may sound a little complicated it is really an everyday part of life. Economics is what you put into practice every day when you exchange your work for your wages and again when you exchange your wages for the various things you buy. When you borrow money or buy a car, you are making economic decisions that are just as important in their own way as economic decisions made by businesses and governments. All the parts fit together–from a purchase at a neighborhood store to the sale of shares of stock by a corporation to an order from a foreign country for new jet aircraft

An economic system is the mechanism by which labor, resources, and skills are brought together to produce and distribute the enormous variety of things people need and want. These things include goods–such as food, clothing, cars, and factories–and services–such as transportation, education, health care, and public safety.

ACTIVITY G-2 ☞

DIRECTIONS: Explain what is meant by "economic system." Write your explanation below.

Two hundred years ago, our government exercised little control in business matters, and individuals made almost all the economic decisions. However, even in those early years, there was an active national debate concerned with the extent of government involvement in economic life.

Today things have become much more complicated. Yet Americans still exercise many freedoms of economic choice. We now have what may also be called a "mixed" economy in which three groups play major decision making roles. These groups are:

- *Consumers*, who look for the best value in return for what they spend
- *Producers*, who seek the best income for what they offer
- *Governments*, federal, state, and local, which seek to promote the safety and welfare of the public and to provide services in the public interest.

You may think of yourself only as a consumer. But most people function as a part of all three groups: as consumers, as producers, and as voters helping to influence decisions made by governments. The key role that really makes everything work is played by you and others like you in your role as consumers.

Consumers' Role

Every day we make decisions to buy or not to buy, and these decisions directly affect our economy. Our willingness and ability to spend our money for certain goods and services is called the *demand* for these things. This demand is influenced by the prices and quality of goods and services. If the price of something rises, we often decide to buy less of it, or to buy something else. If the price goes down, we may buy more of it.

When our incomes change, our demands are also affected. We buy less or shift to cheaper items when our incomes go down. We tend to choose more expensive items or simply buy more when our incomes go up.

Our demands for goods and services affect the efficiency of producers. Most of us look for good values when we buy, and we are increasingly concerned with product safety and reliability. We try to select goods and services which will serve us best and which have the highest quality for the price. This rewards efficient producers, who keep quality up and prices down, and penalizes inefficient producers. To succeed, producers must continue to offer goods and services that consumers want.

Producers' Role

Producers are those who work by themselves or in groups to provide goods and services. They have made economic decisions based on what they believe the demand will be for their products or services–and they expect to earn an income from what they do. The list below explains who producers are:

- *Workers are producers.* They apply their basic skills and energies to change resources into goods and services.

- *Managers are producers.* They "produce" when they coordinate, plan, and organize the actual production of goods and services. About one-third of all wage and salaried employees are managers, supervisors, or administrators.

- *Investors are producers.* They supply the money or financial capital needed to buy and use facilities, equipment, and raw materials.

You may well be helping to supply financial capital without realizing it. If you have a savings account, own shares of stock, own life insurance, or are in a pension fund, you are helping to generate funds for investment purposes.

Banks, savings and loan associations, and the stock markets help put the savings of people to work. These savings are used to finance homes and businesses, which in turn create new jobs. This cycle plays a vital role in our economic system.

- *People who start or own businesses are producers.* People who start new enterprises or businesses are called "entrepreneurs." Their vision and orginality play a key part in the growth of our economy by providing new goods, services, and jobs. Entrepreneurs take on the risks of financing and owning ongoing businesses and starting new ones. They do this for the chance to earn a return on their investments. The amount they actually earn can vary widely, depending upon such things as consumer demand, business costs, and government policies.

Governments' Role

Government units on the federal, state, and local levels are involved in five major areas of the economy. These areas are:

- *Protection of the rights and freedoms of individuals*–economic, political, and religious–through the courts and the administration of our laws.
- *Provision of goods and services in the interest of all*–such as highways, national defense, and education.
- *Regulation*–through the promotion of fair economic competition and the protection of public health and safety.
- *Promotion of economic growth and stabilization*–through various economic policies and programs.
- *Direct support to individuals*–through programs to reduce hardships for individuals who cannot meet their minimum needs because of special circumstances or lack of employment.

Government services must be paid for with money raised in three basic ways–by taxing individuals and businesses, by borrowing, and with user fees. Bridge tolls, postage, and tuition charges at public universities are examples of user fees. Money raised by the government pays for most of the costs of government services.

ACTIVITY G-3 **DIRECTIONS**: Complete the exercises below.

Explain the role of an employee in the American economy.

Explain your role in the American economy.

Explain the role of your family in the American economy.

List some forms of government control in the American economy. Then circle the ones that affect your role as a wage earner.

Comparing Economic and Political Systems

Knowledge of economic systems in other parts of the world can help you understand our own American economic system better. Although economic and political systems in each country are related in important ways, be careful not to confuse the economic with the political aspects of different nations.

COMMUNISM

Communism describes a socialist economy ruled by a single political party which: owns all property, controls the kinds and numbers of services available, controls the goods to be produced and the prices, and determines the wages of workers and where they will work. Members of the government are not chosen by the people.

SOCIALISM

Socialism refers to an economy which also depends heavily on an authoritarian government to plan and make economic decisions and to own and control important economic resources, including industries. Members of the government are elected by the people.

CAPITALISM

Capitalism refers to a market economy with resources owned primarily by private individuals and groups. In our free enterprise system there is opportunity and freedom for all individuals–freedom to choose the work you want to do; freedom to buy, sell, and produce what you want; freedom to compete with others; and freedom to try new ideas which can be protected by a government patent.

ACTIVITY G-4 ☞

DIRECTIONS: Match each type of economic system in the right-hand column below with the statement(s) associated with it in the left-hand column. To do this, place the letter(s) of the economic system(s) in the blank to the left of the statement. Some of the statements may be associated with more than one economic system.

STATEMENT

__________ 1. Political party owns all property.

__________ 2. People elect members of government.

__________ 3. Individuals and groups own resources.

__________ 4. Members of government are not chosen by the people.

__________ 5. System is a free enterprise system.

__________ 6. Opportunity and freedom exists for all individuals.

ECONOMIC SYSTEM

a. Capitalism
b. Communism
c. Socialism

ACTIVITY G-5

DIRECTIONS: Compare the three economic systems–capitalism, socialism, communism–by completing the following chart. To do this, write one of the following answers in the space provided: Yes, No, Controlled, Semi-controlled.

Economic System	Members of government elected by the people	Individuals can choose work	Individuals own resources	Individuals can compete	Individuals can try new ideas and be protected by a patent	Individuals have freedom and opportunity
Capitalism						
Socialism						
Communism						

ACTIVITY G-6

DIRECTIONS: Complete the exercises below.

Which economic system do you think is best? ______________________________

Write a paragraph explaining why you think your choice above is the best economic system.

Employment in a Free Enterprise System

Employment opportunities are available for everyone in a free enterprise system. Anyone may work—all males and females regardless of age, race, handicap, or cultural or religious background. Workers in a free enterprise system are free to choose the kind of work they want and are able to do. Workers are free to change jobs and can even work two jobs if they want.

As jobs are no longer considered "male" or "female," greater opportunity exists for all to choose what they want to do. Men are increasingly welcome in many occupations which were formerly staffed all or in part by women. The same is true for women.

Today 62 percent of all women 18 to 64 years of age are in the labor force. Studies show that most females will work outside the home at some time in their lives.[1] Factors such as new job opportunities in expanding occupations, advanced educational attainment of women, greater longevity of women, and the trend toward smaller families indicate the continuing increase of women in the labor force.

Job trends in a free enterpirse environment are influenced by birthrate, technological advances, and economic factors. These same factors influence the growth or decline of various occupations. At times, the free enterprise system has higher unemployment than other economic systems; however, it always offers more opportunities. "Right-to-work" laws, unions, and taxes, including social security, all protect the rights of individuals.

ACTIVITY G-7

DIRECTIONS: Complete the following exercises about economic trends.

Name an economic trend which has affected the current employment situation.

Explain how workers have been affected by the economic trend.

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[1] Women's Bureau, Employment Standards Administration, U.S. Department of Labor, Washington, DC, Rev. 1982-83.

How might personal and family plans need to be changed because of the economic trend?

How has the economic trend affected the community where you live?

Write a short paragraph about the influence of today's economic trends on individuals in the American economic system.

Answer Keys

UNIT A–"Focusing on You"

UNIT B–"Finding a Job"

Activity B-5 (sample)

Day Care Aide/Chapa's Day Care Center

Mrs. Norma Chapa, Owner/Manager
1600 S. China Street, Sometown, U.S.A.
(555) 888-1111

This is a small day care center with about 25 children

Yellow Pages

Mrs. Chapa has one aide to help her and may need someone else.

Activity B-6

You have spent $2.20.

Activity B-7

1. job leads
2. classified ads
3. Yellow Pages
4. qualifications
5. index
6. title
7. variety
8. twenty-seven
9. telephone
10. courteous
11. money
12. employer
13. interview

Activity B-16

1. ✓
2. ✓
3. X
4. X
5. X
6. ✓
7. X
8. ✓
9. ✓
10. X
11. X
12. ✓
13. ✓
14. X
15. ✓
16. X
17. ✓
18. X
19. X
20. X

Activity B-18

Good morning
am
am
have
for

Activity B-19

1. c
2. a
3. c

UNIT C–"Getting Back to Basics"

Activity C-4

Across

2. rules
4. names
5. impression
6. questions
9. manual
12. regulations
13. cooperatively
14. authority

Down

1. courteous
3. personality
7. orientation
8. nervous
10. succeed
11. time

Activity C-8

1. c
2. a
3. b
4. b
5. c

Activity C-9

1. Do you need this report today?
2. Communication is very important and will foster better relationships.
3. A good employee writes and reads well.
4. Effective writers organize their ideas.
5. When reading, it is very important to understand the language.

Activity C-12

1. I
2. H
3. G
4. C
5. F
6. D
7. A
8. E

Activity C-13

Addition:
(1) 398 (2) 6101 (3) 1856 (4) 9307 (5) 2009

Subtraction:
(1) 1344 (2) 1506 (3) 139 (4) 129 (5) 263

Multiplication:
(1) 1372 (2) 2226 (3) 1328 (4) 6174 (5) 41563

Division:
(1) 84 (2) $3.\underline{4}$ (3) 26.176 (4) 225.5 (5) 149.59

Decimals:
(1) 16.93 (2) 4.42 (3) 19.72 (4) 40.2

Fractions:
(1) 2 (2) 11/16 (3) 1/4 (4) 4

Percents:
(1) 15 (2) 4.41 (3) .51 (4) 1073.7 (5) 417.84

Activity C-14

1. 42.34
2. 3 yards
3. $140.00 $1,140.00
4. $21.77 $108.85 $478.94

Activity C-15

1. $60.30
2. $4.10
3. $4.04
4. $0.49
5. $1.50
6. $50.17

Activity C-23

Column 6 should read:
50.17
52.39
70.05
73.48

UNIT D–"Working Safely"

Activity D-2

motor vehicle accidents
15 to 24 years (25,619)

Activity D-3

motor vehicle accidents (461,136 total)

Activity D-4

1. responsibilitY
2. hAzards
3. saFe
4. supErvisor
5. accidenTs
6. Safe

SAFETY

Activity D-10

1. frayed
2. electrical
3. connections
4. immerse
5. (a) plugs
    (b) switches
6. flammable
7. (a) equipment
    (b) outlet
8. (a) turn
    (b) disconnect
9. cautious
10. plug
11. wires
12. wet

Activity D-13

Across

3. lightens
5. legs
7. grip
8. front
9. hands
10. injure
12. back
13. item

Down

1. help
2. knees
3. lifting
4. straight
6. body
8. feet
11. jobs

Activity D-15

Unsafe procedures may include the following:

a. Did not make sure ladder was safe to use.
b. Did not check that ladder was set firmly.
c. Should not have climbed ladder with pencil in mouth.
d. Should not have climbed ladder with one hand on rung and one hand holding items.
e. Should not have leaned over and stretched from the ladder.
f. Did not check bottom of shoes.
g. Should not have jumped from the rung of the ladder.

Safe procedures should include the following:

a. Make sure the ladder is safe to use.
b. Set ladder firmly so it won't slip or slide.
c. Check that shoes are clean and won't slip.
d. Face ladder to climb; use both hands.
e. Keep one hand on the ladder while working.
f. Do not over-reach from the ladder; move the ladder often.
g. Use both hands to climb down ladder.

Activity D-17

1. e or f
2. d
3. g
4. b
5. e or f
6. c
7. a

Activity D-22

1. b
2. b
3. c
4. d
5. d
6. b
7. c
8. a
9. d
10. b
11. a
12. c
13. d
14. b
15. b
16. a
17. d
18. a
19. b
20. a
21. b
22. a
23. c
24. a
25. c
26. c
27. d
28. b
29. a
30. c
31. d
32. b

UNIT E–"Conserving Energy"

Activity E-4

1. 12 kwh
   $0.54

Activity E-8

1. public transportation
2. filter
3. walk
4. wheel alignment
5. rides
6. pressure
7. economical
8. tuned
9. steady
10. idle
11. weaving
12. overfill
13. speed
14. tailgating
15. accelerate

UNIT F–"Moving Up"

UNIT G–"Sharing in the American Free Enterprise System"

Activity G-4

1. b
2. a, c
3. a
4. b
5. a
6. a

Activity G-5

Economic System	Members of government elected by the people	Individuals can choose work	Individuals own resources	Individuals can compete	Individuals can try new ideas and be protected by a patent	Individuals have freedom and opportunity
Capitalism	Yes	Yes	Yes	Yes	Yes	Yes
Socialism	Yes	Semi-Controlled	Controlled	Controlled	No	No
Communism	No	No	No	No	No	No

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S	State adopted textbook	SBF	Sex Bias Free
l.p.	list price	G	Grade level readability
s.p.	school price		

PERIODICALS

Changing Times. Editors Park, MD: The Kiplinger Washington Editors, Inc. ($15.00 per year. 12 issues. Published monthly. Guidelines for consumers.)

CO-ED. Englewood Cliffs, NJ: Scholastic Magazines, Inc. ($3.00 per school year for 10 issues; $1.00 per single copy. Published monthly–September through June. Order from CO-ED. Special features on fashion; housing; home management; food preparation; nutrition; child development; and the intellectual, social, and emotional interests of teenagers.)

Family Circle. New York: Family Circle, Inc. ($12.75 annual rate, 17 issues. Features on decorating, health, home projects, fitness, money management, crafts, foods, and fashions.)

Forecast for Home Economics. Englewood Cliffs, NJ: Scholastic Magazines, Inc. ($14.00 per school year for 9 issues; $2.00 per single copy; $2.50, September issue; $3.00, December issue. Order from FORECAST. Published monthly September through June and bimonthly May/June. Special features and teaching techniques for child and personal development; food and nutrition; career education; equipment, home furnishings and housing.)

Woman's Day. Greenwich, CT: Consumer Publishing Division. CBS, Inc. ($11.85 annual professional rate, 15 issues. Order from WOMAN'S DAY. Features on home, beauty, housing, health and fitness, crafts, food, and nutrition.)

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